

Certification and Teacher Education Regulations

*Effective
January 8, 1982*

*Amended
September 1999*



***Issued by Kansas State Department of Education—Topeka, KS**
An Equal Opportunity/Educational Employment Agency*

FOREWORD

This document combines regulations for certification with those for accrediting and approving teacher preparation programs. In Kansas, the ultimate purpose of program approval is to guarantee that all graduates meet minimum teaching qualifications as established by the State Board of Education. Under the approved program approach to certification, a teacher education institution submits its program for approval to the State Board of Education, which is the approving agency as authorized by Article 6, Section 2(a) of the Kansas Constitution. Once the program is approved, the graduates of the program are eligible to be certified to teach in Kansas elementary or secondary schools, provided the applicant meets the requirements established by these regulations.

This handbook of regulations is provided as a service to the education personnel of Kansas. It is intended to give direction to those who are in charge of teacher education programs and those who employ the program graduates to educate the children and youth of our state.

Andy Tompkins
Commissioner of Education

Kansas State Department of Education
Certification and Teacher Education Team

1999



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ENDORSEMENTS

GRADE LEVELS

EC	Early Childhood (Pre-Kindergarten)
K-9	Elementary School
5-9	Middle Level
7-9	Junior High
7-12	Secondary
PS	Postsecondary

ADMINISTRATION

3001	District School Administrator
3006	District School Administrator
3010	Building Administrator
3014	Vocational-Technical School Administrator
3017	Director of Vocational Education
3019	Director of Special Education

SUPERVISION

2900	Supervisor/Coordinator - Special Ed.
4002	Supervisor - Art
4003	Supervisor - Business Education
4005	Supervisor - Language Arts
4008	Supervisor - Physical Education
4009	Supervisor - Home Economics
4010	Supervisor - Industrial Arts
4011	Supervisor - Mathematics
4012	Supervisor - Music
4013	Supervisor - Natural Science
4015	Supervisor - Social Studies
4016	Supervisor - School Counselor
4017	Supervisor - Library Media
4018	Supervisory - Elementary
4020	Supervisor - School Nurse
4041	Supervisor - Reading Specialist
4087	Supervisor - Early Childhood
170000	Supervisor - Vocational

SUPPORT PERSONNEL

LIBRARY MEDIA

2024	Library Media
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SCHOOL COUNSELOR

2004	School Counselor
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SCHOOL NURSE

2008	Substitute School Nurse
2009	School Nurse

SPECIAL EDUCATION

1901	School Psychologist
1902	School Social Worker
1905	Speech/Language Pathologist
1916	School Audiologist
1984	Adapted Physical Education

AEROSPACE EDUCATION

0822	Aerospace Education
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ART

0201	Art
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BILINGUAL/MULTICULTURAL EDUCATION

6055	Bilingual/Multicultural Education
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BUSINESS EDUCATION

0301	Bookkeeping
0311	Business Law
0321	Data Processing
0341	Shorthand
0351	Typing
0361	Office Practice
0371	Business Economics
0399	Business Education, Comprehensive

COMPUTER STUDIES

1601	Computer Studies
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DRIVER EDUCATION

0821	Driver Education
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EARLY CHILDHOOD

6087	Early Childhood Education
6088	Early Childhood 0-8

ELEMENTARY

1800	Elementary
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ENGLISH LANGUAGE ARTS

0501	English
0521	Journalism
0571	Speech Communication
0581	Drama
0591	English as a Second Language

FOREIGN LANGUAGE

0601	French
0611	German
0621	Latin
0631	Russian
0641	Spanish
0651	Other Foreign Language
0661	Japanese
0671	Chinese

HOME ECONOMICS

0910	Home Economics
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INDUSTRIAL ARTS/TECHNOLOGY

1010	General Industrial Technology
1020	Visual Communication
1021	Drafting
1030	Electricity/Electronics
1031	Electricity
1040	Power and Energy
1041	Graphic Arts
1050	Production Technology
1051	Metals
1061	Plastics
1070	Auto Mechanics
1071	Power Mechanics
1081	Woods
1090	Comprehensive Industrial Technology
1099	Industrial Arts, Comprehensive

JUNIOR R.O.T.C.

0831	Junior R.O.T.C.
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MATHEMATICS

1111	General Math
1121	Mathematics

MUSIC

1211	Instrumental Music
1221	Vocal Music
1287	Music

NATURAL SCIENCE

1301	Principles of Technology
1311	Biology
1321	Chemistry
1331	Physics
1341	General Science
1381	Earth-Space Science
1391	Physical Science

PHYSICAL EDUCATION

0801	Physical Education
0802	Health

PSYCHOLOGY

1581	Psychology
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READING

0541	Reading Specialist
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SOCIAL STUDIES

1511	American History
1521	Political Science/Government
1531	Economics
1541	Sociology
1551	Geography
1561	World History
1591	Anthropology
1599	Social Studies, Comprehensive

SPECIAL EDUCATION

1903	Educable Mentally Retarded
1904	Trainable Mentally Retarded
1906	Learning Disabilities
1907	Behavior Disorders
1908	Physically Impaired
1910	Visually Impaired
1911	Hearing Impaired
1912	Gifted
1914	Severely Multiply Handicapped
1918	Early Childhood Handicapped
1987	Mentally Retarded
1988	Interrelated Special Education

SUBSTITUTE

6077	Substitute Teacher
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VOCATIONAL TEACHING ENDORSEMENTS

AGRICULTURE

010100	Agriculture (Vocational)
010200	Agricultural Supplies/Services
010300	Agricultural Mechanics
010500	Ornamental Horticulture

DISTRIBUTIVE EDUCATION

040000	Distributive Education
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EXEMPLARY AND SPECIAL NEEDS

240000	Vocational Special Needs
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HOME ECONOMICS (Vocational)

090101	Home Economics (Vocational)
090200	Occupational/Coordinator

OFFICE OCCUPATIONS

140000	Office Occupations
140200	Data Processing (Vocational)

ORIENTATION AND EXPLORATION

171500	World of Construction
175200	World of Manufacturing
175300	Materials and Processes
175400	Visual Communications
175500	Power and Energy

VOCATIONAL GUIDANCE

045108	Vocational Guidance
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HEALTH OCCUPATIONS

070802	Mental Health Assistant
170101	Dental Assistants
170205	EMT
170206	EMICT
170207	Medical Laboratory Technician
170211	Surgical Technology
170309	Medical Laboratory Assistant
170404	Home Health Aide
170405	Mental Health Assistant
170503	Medical Assistant
170513	Ward Clerk
170601	Geriatric Aide
170602	Nursing Assistant
170605	Practical Nursing
170699	Nursing Related Services
170899	Restorative Aide
179990	Health Occupations (Career Exploration)

INDUSTRIAL SERVICES

172601	Barbering
171100	Building Maintenance
172602	Cosmetology
171402	Electrical Lineman (Job Training and Safety)
171401	Electrical Power and Distribution
172801	Fire Service Training
171700	Industrial Safety
171701	Industrial Supervision

SPECIAL PROGRAMS (Vocational)

179704	Combination Cooperative Programs (CCVEP)
179903	Cooperative Industrial Training
179908	Industrial Skills
160199	Related Instructors
179905	Special Trades (Cooperative)

TECHNICAL

160106	Civil Technology
160599	Communication Technology
160110	Environmental Control (Waste and Waste Water)
160108	Electronic Technology
160602	Fire Technology
160112	Instrumentation Technology
160113	Mechanical Technology

TRADES

170199	Air Conditioning and Refrigeration
170401	Air Frame and Power Plant
170403	Air Traffic Control
170200	Appliance Repair and Service
170301	Auto Body Repair
170302	Auto Mechanic
170303	Automotive Specialty
170399	Auto, Other
170499	Avionics
171004	Bricklaying
170600	Business Machines Repair
173601	Cabinet Making and Mill Work
171001	Carpentry-Building Trades
170700	Commercial Art
173100	Cycle and Small Engine Repair
171200	Diesel Mechanic
171300	Drafting (Vocational)
171400	Electricity (Vocational)
171500	Electronics
171003	Heavy Equipment Operator
172301	Machine Operator (Production)
172302	Machine Shop
172303	Machine Tool
172399	Machinist (Automotive)
172305	Metal Fabrication
171005	Painting and Decorating
170900	Photography
172700	Plastics (Vocational)
171007	Plumbing
171900	Printing
171503	Radio and TV Repair
173402	Shoe Repair
179900	Truck Driving
172306	Welding



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CERTIFICATION REQUIREMENTS

91-1-143. Superseding Regulations.

Regulations numbered 91-1-26 through 91-1-142, promulgated by the State Board of Education pursuant to the authority of Article 6, Section 2(a) of the Kansas Constitution, supersede K.A.R. 91-1-1a through 91-1-25, inclusive. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-26. Definition of terms.

- (a) "Accredited experience" means teaching experience, under contract, in a school accredited by the state board or a comparable agency in another state while holding a certificate valid for the specific assignment. A minimum of ninety consecutive days of substitute teaching in the area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.
- (b) "Approved program" means a teacher education program approved by the state board.
- (c) "Certification" means the granting of an initial teaching certificate or the addition of a provisional endorsement or the addition of endorsements on a certificate.
- (d) "Cooperating teacher" means a teacher assigned to a student teacher by the local school.
- (e) "Deficiency plan" means a detailed schedule of instruction from an approved program which, if completed, will qualify a person for full endorsement in a subject or field. A deficiency plan shall be signed by the person who is to receive the instruction and by a representative of the institution at which the instruction is to be given.
- (f) "Duplication of a certificate" means the issuance of a certificate to replace a certificate that is lost or destroyed.
- (g) "Educational plan" means a plan describing the professional development activities to be completed during a specified period of time by the individual filing such a plan.
- (h) "Endorsement" means the code numbers and legend printed on the certificate which identifies the level and field or subject a person is entitled to teach.
- (i) "Field" means a general instructional area, including, but not limited to, English language arts, natural science, or social science.
- (j) "Middle-level endorsement" means an endorsement for teaching subjects or fields in grade levels five through nine.
- (k) "Official transcript" means a student record, which includes grades and credit hours earned, and which is affixed with the official seal of the college and the signature of the registrar.
- (l) "One year of teaching experience" means accredited experience that constitutes one-half time or more in one school year, while under contract.
- (m) "Recent credit or recent experience" means credit or experience earned during the six-year period immediately preceding the filing of an application.
- (n) "Renewal of certification" means the issuance of a certificate to replace a certificate that has expired or is about to expire.
- (o) "Resident credit" means credit designated as resident credit by the college or university granting the credit.
- (p) "Secondary field endorsement" means an endorsement for teaching subject or fields in grade levels seven through twelve.
- (q) "Standards board" means the teaching and school administration professional standards advisory board.
- (r) "State board" means the state board of education.
- (s) "Subject" means a specific teaching area within a general instructional field.
- (t) "Supervising teacher" means a faculty member assigned to a student teacher by the parent institution.
- (u) "Teacher education institution" means a college or university designated by the certificate applicant as the college or university upon whom the student will depend for the initial institutional recommendation. This designation shall be made only if:
 - (1) A minimum of eight semester hours of upper division or graduate level resident credit has been earned by the applicant at the institution designated;
 - (2) the credit earned under subsection (u)(1) is fully acceptable as elective or required credit toward a degree offered by the designated institution; and



- (3) the institution has been accredited by the state board or a state-authorized agency of the state in which the institution is located, if the state has officially adopted standards for accrediting teacher education institutions.
- (v) "Valid credit" means a semester hour credit earned or validated in a college or university on the accredited list of the state board. Where credit is required in certificate regulations, it shall be interpreted to mean valid credit. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1983; amended May 1, 1984; amended May 1, 1985.)*

91-1-27. General requirements.

- (a) Initial certification. A certificate shall be issued to those applicants who hold a baccalaureate degree, and have completed an approved program, or to those who are otherwise qualified for certification.
- (b) Application procedures. Application for an initial certificate, a renewal, or a duplicate of the certificate shall be made by the person seeking the certificate. Application for certification shall be made on a form provided by the state department of education. The form shall be filled out completely, including all names under which the applicant has been known. The application shall be submitted by mail or in person, with the correct fee and an official transcript, when required, to the certification section, state department of education.
- (c) Initial certification. Each applicant for an initial certificate who does not hold an advanced degree shall have completed eight semester hours of recent college credit or one year of recent, approved or accredited experience. An applicant who holds an advanced degree shall have completed six semester hours of recent college credit or one year of recent approved or accredited experience.
- (d) Recommendation. Each application for initial certification shall be accompanied by a recommendation from the head of the college, department or school of education of the teacher education institution that a certificate be issued to the applicant. The state board, upon recommendation of the teacher education institution, may limit the area and level of service authorized by a certificate. Certificate applicants shall designate a college or university as a teacher education institution for initial certification purposes.
- (e) Grade point average. Any applicant applying for certification in Kansas based on completion of a state-approved program who has not held a certificate prior to September 1 1985, in Kansas or any other state, shall have a minimum cumulative grade point average of 2.5 on a 4.0 grade point system.
- (f) Period of validity of certificates.
- (1) A certificate shall be effective on the date the holder of the certificate completes the requirements and submits the application that is necessary to entitle the holder to the certificate.
 - (2) A certificate may be renewed up to 18 months prior to its expiration date.
 - (3) A certification shall expire on the birthday of the holder.
- (g) Equivalency of college credit. The official submitting the teacher education institution recommendation may certify that the applicant has demonstrated proficiency equivalent to the stated semester hour requirement. The recommendation may be substituted for specific hour requirements or for subject and field requirements.
- (h) Certification fee. The state board shall set the certification fee subject to K.S.A. 72-1387 and shall provide information regarding the current fee.
- (i) Certificate registration. Each teacher or other certified person employed in a public school shall file a valid certificate in the office of the superintendent of the district in which the person is employed. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended May 1, 1984; amended June 1, 1988.)*

91-1-27a. Precertification examination.

- (a) On and after May 1, 1986, an initial certificate to teach shall be issued only to those applicants who have taken and satisfactorily passed the precertification examination prescribed by the state board.
- (b) The precertification examination is confidential and the specific contents thereof shall be disclosed only for the purpose of administering the examination.
- (c) Applicants may take the examination without limitation as to frequency.
- (d) General information regarding the precertification examination may be obtained by contacting the state department of education. *(Authorized by K.S.A. 1984 Supp. 72-1388, as amended by sec. 1 of 1985 HB*



2461; implementing K.S.A. 1984 Supp. 72-1388, as amended by sec. 1 of 1985 HB 2461, 72-1394; effective May 1, 1986.)

91-1-27b. Exemptions from precertification examination.

- (a) The precertification examination requirements set forth in K.A.R. 91-1-27a shall not apply if application is made for:
 - (1) A certificate with an endorsement or endorsements only in an area or areas that do not require the completion of a state-approved teacher education program;
 - (2) a certificate issued with an endorsement which does not require student teaching as a prerequisite for classroom instruction;
 - (3) a certificate with a substitute teaching endorsement only; and
 - (4) a nonrenewable certificate valid only through June 30 of the school year for which the certificate is issued. Each applicant seeking this certificate shall meet all other requirements for the issuance of an initial certificate to teach, and shall provide written verification from an administrator of an accredited or approved local education agency that the applicant will be employed if the certificate is issued.
- (b) An initial certificate to teach shall be issued to each applicant for certification who has not taken and satisfactorily passed the precertification examination if:
 - (1) The applicant holds a certificate to teach that is valid in another state and that certificate was issued before May 1, 1986; and
 - (2) the certificate was issued under requirements for certification that are comparable to those required for certification in this state, other than examination.
- (c) A two-year exchange certificate shall be issued to each applicant for certification who has not taken and satisfactorily passed the precertification examination if:
 - (1) The applicant holds a certificate to teach that is
 - (2) valid in a state which has been approved by the state board of education for an exchange certificate; and
 - (2) the certificate was issued under requirements that are comparable to those required for certification in this state, other than examination.
- (d) This regulation shall be effective on July 1, 1990. *(Authorized by K.S.A. 72-1388; implementing K.S.A. 72-1396; effective May 1, 1986; amended March 13, 1989; amended September 3, 1990.)*

91-1-27c. Exchange certificate.

Notwithstanding any other requirement for initial certification, any applicant for an initial Kansas teaching certificate, who holds a valid certificate with one or more full endorsements issued by a state which has been approved by the state board of education for exchange certificates, may be issued a two-year certificate, if the applicant's endorsements are based on completion of a state-approved program in the other state. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-28. Certification review committee.

- (a) A certification review committee is hereby established to review the qualifications of applicants who desire to be certified in the state of Kansas but who do not satisfy all the requirements for certification as specified in these regulations.
- (b) The certification review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.



- (c) The certification review committee shall review cases referred to it by the commissioner of education. The certification review committee shall make a written recommendation to the state board to either approve or deny the application for certification and shall state, in writing, the reasons for the recommendation given. The state board shall review the recommendation of the certification review committee, and shall approve or deny the applications for certification. The applicant shall be notified, in writing, of the decision of the state board. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended May 1, 1986; amended May 1, 1987; amended June 1, 1988.)*

91-1-30. Elementary, middle level, junior high, and secondary endorsements.

- (a) Initial certification.
- (1) Except as otherwise expressly provided in these regulations, each initial certificate shall be valid for three years.
 - (2) Any secondary endorsement shall be extended to grades five and six, if the applicant's preparation:
 - (A) includes course work in child and adolescent psychology, accredited experience or student teaching in one of the grades five through nine, and 15 semester hours of education or training in each field or subject covered by the endorsement. This option shall expire July 1, 1997; or
 - (B) meets the standards set forth in S.B.R. 91-1-144 and the appropriate middle-level subject and field requirements, and includes accredited teaching experience or student teaching in one or more of the grades five through nine, and 15 semester hours of education or training in each field or subject covered by the endorsement.
 - (3) Any applicant who holds or is eligible for a certificate with an endorsement at the secondary level for one or more subjects or fields shall be granted an endorsement at the middle or junior high level, if the applicant meets the requirements of S.B.R. 91-1-30(a)(2).
 - (4) Any elementary certificate shall include a subject level endorsement for middle or junior high school level if the applicant's preparation:
 - (A) includes coursework in child and adolescent psychology, accredited experience or student teaching in one of the grades five through nine for middle or junior high school level, and 15 semester hours of education or training in each field or subject covered by the endorsement. This option shall expire July 1, 1997; or
 - (B) meets the standards set forth in S.B.R. 91-1-144 and the appropriate middle level subject and field requirements, and includes accredited teaching experience or student teaching in one or more of the grades five through nine, and 15 semester hours of education or training in each field or subject covered by the endorsement.
 - (5) Any applicant who is employed at an accredited teacher education institution may meet recent credit or experience requirements with verification by the dean or head of the education department that the experiences the individual has acquired in the areas of research, curriculum development, staff development or inservice education are equivalent to the semester hour requirements for initial certification provided in S.B.R. 91-1-27(c).
- (b) Renewal requirements.
- (1) Credit other than upper-division or graduate level credit that is submitted as a basis for renewal of certification shall be approved by the applicant's district school administrator, building administrator, or the certification officer of an accredited teacher-education institution.
 - (2) Applicants for renewal of certification based upon credit hours shall select credit hours which maintain or improve skills related to their employment as teachers, administrators or special services personnel. Renewal credit shall be appropriate for any endorsements which appear on the certificate, to a new endorsement area, or to professional development.
 - (3) Applicants for renewal of certification based upon credit hours who do not have previous credit in the area of exceptional children shall have completed a two-hour survey course or other courses with equivalent content in the area of exceptional children.
 - (4) Applicants for renewal of certification based upon accredited experience who do not have previous credit in the area of exceptional children shall have completed a two-hour survey course or other courses with equivalent content in the area of exceptional children.



- (5) When any person has two years of accredited, recent experience in the area for which the person is certified, and when that person meets the requirements of subsection (b) (3) or (b) (4) of this regulation, the person's certificate may be renewed for five years, if:
- (A) the experience was obtained within the term of the three-year certificate; and
 - (B) the person is recommended for renewal by the administration of the school in which the person is employed.
- (6) For any person who does not hold an advanced degree, a renewal of a five-year certificate shall require that the person have completed a minimum of eight additional hours of recent credit or the prescribed number of recent inservice education points specified in S.B.R. 91-1-146a to 91-1-146d.
- (7) (A) Any person holding an advanced degree may be granted two renewals of a five-year certificate if the person has completed three years of accredited, recent experience during the term of the most recent certificate.
- (B) Further renewals of a five-year certificate issued to a person who holds an advanced degree shall require that the person have completed six additional hours of recent credit or the prescribed number of recent inservice education points specified in S.B.R. 91-1-146a to 91-1-146d.
- (8) Any applicant for renewal of an elementary certificate who has not previously completed a course in the teaching of reading shall have completed such a course. This course shall include a supervised practicum.
- (9) Any person having an initial certificate who does not meet the requirements for a five-year certificate may be granted an additional three-year certificate if the person has:
- (A) one year of accredited, recent experience since the issuance of the most recent three-year Kansas certificate;
 - (B) an advanced degree and six additional hours of recent credit or the prescribed number of recent inservice education points specified in S.B.R. 91-1-146a to 91-1-146d; or
 - (C) eight additional hours of recent credit or the prescribed number of recent inservice education points specified in S.B.R. 91-1-146a to 91-1-146d, if the applicant does not hold an advanced degree.
- (10) Applicants for renewal of certification who are employed at an accredited teacher education institution may meet renewal requirements with verification by the dean or head of the education department that the experiences the individual has acquired in the areas of research, curriculum development, staff development or inservice education are equivalent to the stated semester hour requirements for renewal of certification provided in state board regulations for the certificate the individual holds or has held.
- (11) (A) The following types of certificates, which were valid as of July 1, 1980, shall be treated as non-expiring: 123, 124, 125, 126, 127, 128, 133, 139, 140, 144, 145, 146, 147, 157, 158, 201, and 202.
- (B) Those certificates listed above, which were not valid as of July 1, 1980, shall be renewed as non-expiring certificates by meeting the requirements prescribed in S.B.R. 91-1-30 (b) (3), (b) (4), or (b) (5) (B).
- (12) The state board reserves the right to modify or amend the regulations relating to renewal requirements for all certificates. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended May 1, 1983; amended May 1, 1984; amended May 1, 1986; amended May 1, 1987; amended June 1, 1993; amended Jan. 5, 1996.)*

91-1-30a. Second field endorsement.

- (a) Initial endorsement.
- (1) Each applicant who holds or is eligible for a certificate with an endorsement at the secondary level for one or more subjects or fields shall be eligible for an initial two-year provisional endorsement at the secondary level for another subject or field, if the applicant has:
- (A) completed, in a state-approved program, the semester hours credit specified in this regulation for the subject and field;



- (B) on file at a teacher education institution, a deficiency plan to complete a state-approved program, including, at the discretion of the teacher education institution, a methods course. Completion of other professional education coursework shall not be required; and
- (C) submitted a statement from the institution at which the deficiency plan is filed, verifying that the number of hours designated in this regulation have been completed.
- (2) The semester hours required to be completed in the subject and field of a state-approved program for an initial two-year provisional endorsement under this regulation shall be as follows.
- (A) Business education field. Each applicant shall have completed 12 semester hours in the field plus the specified number of semester hours indicated for the specific endorsement sought. The required number of semester hours for the specific endorsements shall be:
- (i) bookkeeping - 6 semester hours;
 - (ii) business economics - 6 semester hours;
 - (iii) business law - 6 semester hours;
 - (iv) data processing - 6 semester hours;
 - (v) office practice - 6 semester hours;
 - (vi) shorthand - 6 semester hours; or
 - (vii) typing - 6 semester hours.
- (B) Industrial arts field. Each applicant shall have completed 12 semester hours in the field plus the specified number of semester hours indicated for the specific endorsement sought. The required number of semester hours for the specific endorsements shall be:
- (i) drafting - 6 semester hours;
 - (ii) electricity - 6 semester hours;
 - (iii) graphic arts - 6 semester hours;
 - (iv) metals - 6 semester hours;
 - (v) plastics - 6 semester hours;
 - (vi) power mechanics - 6 semester hours; or
 - (vii) wood - 6 semester hours.
- (C) Language arts field. Each applicant shall have completed 3 semester hours in the field plus the specified number of semester hours indicated for the specific endorsement sought. The required number of semester hours for the specific endorsements shall be:
- (i) English - 15 semester hours;
 - (ii) journalism - 6 semester hours;
 - (iii) speech communication - 9 semester hours; or
 - (iv) drama - 9 semester hours.
- (D) Natural Sciences Field. Each applicant shall have completed 6 semester hours in the field plus the specified number of semester hours indicated for the specific endorsement sought. The required number of semester hours for the specific endorsements shall be:
- (i) biology - 12 semester hours;
 - (ii) chemistry - 12 semester hours;
 - (iii) earth space science - 6 semester hours;
 - (iv) general science - 9 semester hours;
 - (v) physical science - 9 semester hours; or
 - (vi) physics - 12 semester hours.
- (E) Social sciences field. Each applicant shall have completed 6 semester hours in the field plus the specified number of semester hours indicated for the specific endorsement sought. The required number of semester hours for the specific endorsements shall be:
- (i) American history - 12 semester hours;
 - (ii) anthropology - 3 semester hours;
 - (iii) economics - 3 semester hours;
 - (iv) geography - 3 semester hours;
 - (v) political science/government - 6 semester hours;
 - (vi) sociology - 3 semester hours; or
 - (vii) world history - 12 semester hours.



- (F) Mathematics. Each applicant shall have completed 18 semester hours.
 - (G) Computer Studies. Each applicant shall have completed 9 semester hours.
 - (H) Home Economics. Each applicant shall have completed 18 semester hours.
 - (I) Physical Education. Each applicant shall have completed 18 semester hours.
 - (J) French. Each applicant shall have completed 15 semester hours.
 - (K) German. Each applicant shall have completed 15 semester hours.
 - (L) Latin. Each applicant shall have completed 15 semester hours.
 - (M) Russian. Each applicant shall have completed 15 semester hours.
 - (N) Spanish. Each applicant shall have completed 15 semester hours.
 - (O) Any other foreign language. Each applicant shall have completed 15 semester hours.
- (b) Renewal requirements.
- (1) Any endorsement issued under the provisions of subsection (a) of this regulation may be renewed once for an additional two-year period, if the applicant submits:
 - (A) an application for renewal; and
 - (B) a statement from the institution at which the deficiency plan is filed, verifying that progress has been made toward completing the state-approved program.
 - (2) A secondary endorsement shall not be granted under this regulation for any subject or field which is not specifically listed in paragraph (2) of subsection (a). *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1986; amended August 15, 1994.)*

91-1-56. Certificate renewal based upon age.

- (a) Subject to the provisions of subsection (b), any person holding a valid Kansas certificate issued by the state board who is 60 years of age or older may be issued a renewal without recent college credits if the applicant presents:
- (1) Evidence of serving 150 days of the school year immediately preceding the effective date of renewal;
 - (2) evidence of serving 150 days in each of five of the six school years immediately preceding the effective date of the renewal; and
 - (3) a request for certificate renewal from the employing official of the school in which the applicant is to serve.
- (b) Any certificate issued after July 1, 1994 shall not be eligible for renewal under this regulation. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended April 25, 1994.)*

91-1-63. Junior reserve officer training corps.

Any person certified by a branch of the United States military service to teach a course or courses in the Junior Reserve Officer Training Corps (J.R.O.T.C.) may, upon application and evidence of this military certificate, be issued a Kansas certificate to teach the same course or courses. The Kansas certificate shall be valid for a period of five years and shall be renewable for an additional five-year period with evidence of continuing certification by a branch of the U.S. military service. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1983.)*

91-1-61. Cancellation or revocation, suspension, denial or recall of certification

- (a) Any certificate may be cancelled or revoked, suspended, or denied by the state board for the following reasons:
- (1) Conviction of, or a plea of guilty for violation of any law punishable as a felony; or
 - (2) evidence that a certificate holder has injured the health or welfare of a child through physical or sexual abuse or exploitation. For the purposes of this paragraph, a certified copy of a court record showing that a certificate holder was convicted in a state or federal court of the commission of an act involving the physical or sexual abuse, exploitation of a child, or any of the acts in subsection (a)(1) within the previous five years shall be considered sufficient evidence.



- (b) Cancellation or revocation or suspension of a certificate shall cancel, revoke or suspend all endorsements on the certificate. Cancellation or revocation of a certificate shall be permanent, subject to the reinstatement provisions in subsection d; suspension of a certificate shall be for a definite period of time.
 - (1) Certification may be denied if the applicant fails to meet the requirements of the state board or for any of the grounds for which a certificate may be suspended, cancelled or revoked;
 - (2) A certificate shall be recalled if such certificate was issued by or through error.
- (c) Any applicant for certification whose certificate has been suspended, cancelled or revoked in another state shall not be eligible for certification in Kansas until the applicant's certificate is reinstated by the state in which the suspension, cancellation or revocation occurred.
- (d) The state board may reinstate a certificate which has been suspended, cancelled or revoked upon finding that the applicant otherwise meets requirements for certification and that the grounds for suspension, cancellation or revocation no longer exist.
 - (1) Any person whose certificate has been revoked may petition for the right to apply for a new certificate by submitting evidence to the Kansas professional practices commission that the reason or reasons for the revocation have ceased to be a factor in the performance of the educator seeking reinstatement.
 - (2) The professional practices commission shall make a recommendation regarding such application to the state board of education.
 - (3) No application for a certificate of a person whose prior certificate was revoked or cancelled shall be considered by the state board for new certification until at least five years have elapsed from the time of the conviction for the act or acts causing revocation or cancellation. Such a person shall meet all other state board requirements for certification. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended (temporary) December 14, 1984; amended (permanent) May 1, 1985.)*

91-1-60. Emergency substitute teacher certificate

- (a) An emergency substitute teacher certificate may be issued to any applicant who has:
 - (1) Submitted an application and fee;
 - (2) completed a minimum of 60 semester hours of college credit; and
 - (3) been recommended for certification as an emergency substitute teacher by a local education agency administrator and the president of the local education agency governing board.
- (b) An applicant for an emergency substitute teacher certificate only shall not be required to:
 - (1) Take and satisfactorily pass the precertification examination; or
 - (2) have a 2.5 cumulative grade point average on a 4.0 grade point average.
- (c) This regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1984; amended July 1, 1989.)*

91-1-57. Out-of-state applicants and foreign exchange teachers

- (a) If the applicant meets the requirements of S.B.R. 91-1-27, a certificate, valid for three years, shall be issued to any out-of-state applicant on the basis of credentials from an institution that has been approved by the authority responsible for issuance of that state's initial regular certification. The accreditation and approval shall be based upon:
 - (1) Officially adopted state standards comparable to Kansas state standards for accrediting institutions of higher education; and
 - (2) On-site evaluation team visits to verify that standards have been met.
- (b) Certificates from other states shall not be valid for teaching in Kansas.
- (c)
 - (1) If any out-of-state applicant has credentials from a state-accredited teacher education institution that does not have state-approved programs as specified in subsection (a) of this regulation, a one-year endorsement shall be issued to that applicant, if the applicant has a recommendation from a Kansas accredited teacher education institution and has developed a deficiency plan to meet the requirements of a program approved by the Kansas state board. If no deficiencies exist, the Kansas teacher education institution may recommend full endorsement. The conditions specified in S.B.R. 91-1-26 (u) (1) and (2) shall not apply to the recommendation process described in this subsection.



- (2) One additional one-year endorsement shall be issued upon the recommendation of the teacher education institution if evidence that progress has been made toward completing the deficiency plan is provided.
- (d) Foreign exchange teachers. The state board may issue a certificate which is valid for one year to a person who participates in the foreign exchange teachers program. The applicant shall submit an application, fee and verification of participation in the foreign exchange program. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1982; amended May 1, 1984; amended May 1, 1985.)*

91-1-146a. Inservice education definitions

- (a) Education agency means a local school district, accredited non-public school, area professional development center, institution of post-secondary education, which is authorized to award academic degrees. The Kansas department of education and any other organization which serves districts.
- (b) Individual development plan means a plan describing the professional development activities and studies to be completed during a specified period of time by the individual filing such a plan.
- (c) Inservice education means any planned learning opportunity which is engaged in by a person, after entry into a given position, for the purpose of improving effectiveness or upgrading skills in an area of certification.
- (d) Inservice education plan or plan means a detailed and precise program for provision of inservice education. The plan shall be effective for five years.
- (e) Inservice education point means one clock hour of inservice education. One semester hour of college or university credit is equal to 20 inservice points.
- (f) Professional development council means a representative group of certified personnel from the education agency which advises the governing body of the education agency in matters concerning the planning, development, implementation, and operation of the inservice education plan. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1983; amended May 1, 1985; amended May 1, 1987.)*

91-1-146b. Authority and procedures for promulgation and approval of inservice education plans

- (a) The board of education or other governing body of an education agency, or the governing bodies of any two or more education agencies, with the advice of representatives of the certified personnel who will be affected thereby, may design and implement an inservice education plan to be offered by the education agency or agencies.
- (b) Procedures for development of an inservice plan shall include the following:
- (1) establishment of a professional development council;
 - (2) an assessment of inservice needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b) of this regulation, the education agency shall prepare a proposed inservice plan. The proposed plan shall be submitted to the state department of education by August 1 of the school year in which the plan is to become effective.
- (d) The state board of education shall approve the plan, approve the plan subject to modifications, or disapprove the plan, and notify the education agency of the decision.
- (e) Annual revision of a plan. An annual revision of a plan shall be submitted to the state department of education. The revision shall include:
- (1) A review of the plan;
 - (2) a list of proposed activities; and
 - (3) a statement of priorities.
- (f) Amending a plan. A plan may be amended at any time. An amendment shall be approved in the same manner as a proposed plan. *(Authorized by, and implementing Kansas Constitution Article 6, Section 2; effective May 1, 1983; amended May 1, 1985.)*



91-1-146c. Inservice education professional development council

- (a) Each professional development council shall:
 - (1) Be representative of the employed certified personnel; and
 - (2) include at least as many teachers as administrators and both shall be selected solely by the group they represent.
- (b) The council shall:
 - (1) Develop operational procedures;
 - (2) develop a plan which shall be approved by the governing body of the education agency based upon criteria established by and available from the state board of education; and
 - (3) recommend to the governing body of the education agency approval or disapproval of individual plans for renewal of certification. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1983; amended May 1, 1987.)*

91-1-146d. Renewal of certification based upon inservice education.

- (a) Any applicant who holds or has held a Kansas certificate and who is employed by an education agency having a state-approved inservice education plan on file with the Kansas state department of education may prepare an individual development plan. This individual development plan shall:
 - (1) Include sequential instructional experiences designed to improve performance in an area of certification or include courses in a planned program leading to a new endorsement;
 - (2) reflect the job-related needs of the individual;
 - (3) correlate with the needs and goals of the education agency;
 - (4) result from cooperative planning with a designated supervisor;
 - (5) be signed by the employee;
 - (6) be signed by the supervisor, if the supervisor and the employee are in agreement;
 - (7) be reviewed and approved by the council, based upon guidelines adopted by and available from the state board; and
 - (8) be reviewed and approved by the governing body of the education agency.
- (b) Area professional development centers providing inservice education for certification renewal shall provide the inservice education through a local school district, an accredited non-public school, an institution of postsecondary education or another education agency which has a state-approved inservice education plan.
- (c) Renewal of certification based upon inservice education shall meet the following requirements.
 - (1) Each individual whose highest degree is a baccalaureate degree shall have experiences worth at least 160 inservice education points during a five-year period, half of which shall be college or university credit.
 - (2) Each individual having a master's degree or other advanced degree shall have experiences worth 120 inservice education points during a five-year period.
 - (3) Experiences worth at least 100 inservice education points during a five-year period shall be required for renewal of a substitute teaching endorsement.
 - (A) A substitute teacher may earn all 100 points through inservice education.
 - (B) A substitute teacher employed for any period of time by an education agency having a state-approved inservice education plan may participate in that district's inservice education plan.
- (d) An application for renewal of a certificate based upon inservice education shall be accompanied by verification by the governing body of the education agency that the inservice credit is valid for renewal of a certificate.
- (e) An applicant who is not eligible under subsection (a) of this regulation for renewal of a certificate using inservice education shall meet the provisions of S.B.R. 91-1-30(b) for the renewal of a certificate. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1983; amended May 1, 1985; amended May 1, 1987; amended June 1, 1988; amended Jan. 5, 1996.)*

91-1-146e. Expenditures for the inservice education program.

- (a) Education agencies may receive inservice education funds for the following expenditures:
 - (1) Consultant fees and honorariums;
 - (2) travel expenses for consultants;



- (3) cost of materials used in training;
 - (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but such salaries shall not exceed 25% of the total inservice education expenditure;
 - (5) registration fees for, and travel expenses to, inservice workshops and conferences, both in-state and out-of state, for certified individuals who have individual development plans on file; and
 - (6) salaries of secretarial personnel time, but such salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file.
- (b) Education agencies shall not receive inservice education funds for the following expenditures:
- (1) rental of facilities;
 - (2) utilities;
 - (3) equipment;
 - (4) administrative expenses; and
 - (5) salaries of teachers attending inservice workshops or conferences, or the salaries of council members. *(Authorized by and implementing K.S.A. 72-9603; effective May 1, 1988.)*

91-1-58. Substitute teaching certificate.

A substitute teaching certificate may be issued to any applicant:

- (1) who previously held a teaching certificate issued by the state of Kansas or another authority having substantially the same requirements for certification;
- (2) who previously held a substitute teaching certificate and has completed five semester hours of recent college credit or has 100 recent inservice education points; or
- (3) who has a baccalaureate degree and has completed a state-approved teacher education program. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended May 1, 1983; amended May 1, 1985; amended May 1, 1987; amended July 1, 1989; amended September 3, 1990.)*

91-1-145. Evaluating credits from international institutions.

- (a) To receive a valid teaching certificate for the state of Kansas, each person who has graduated from an accredited institution outside of the United States of America shall meet the following requirements.
- (1) The person shall contact a credentials evaluator for complete evaluation of academic credentials. Official copies of secondary education transcripts, certificates, and diplomas shall be provided. Material which is not written in English shall be translated into English by a translator, and the translator shall verify the accuracy of the translation. A list of credentials evaluators shall be maintained by the Kansas state department of education.
 - (2) The person shall obtain a teacher education institution recommendation. The institution shall be accredited by the state board or a state-authorized agency of the state in which the institution is located, if the state has officially adopted standards for accrediting teacher education institutions. The definition of teacher education institution cited in S.B.R. 91-1-26(s)(1) and (2) shall not apply to the recommendation process described in this regulation.
 - (3) The person shall provide evidence of the recent credit or recent, accredited experience specified in S.B.R. 91-1-27(c).
 - (4) The person shall complete the Kansas application for certification. The application shall be accompanied by official documentation, including official transcripts, certificates, and diplomas. The application also shall be accompanied by the certification fee established by the state board.
 - (5) If the person's primary language is not English, the person shall submit verification of proficiency in spoken and written English. To verify English language proficiency, the person shall obtain a passing score on an English language proficiency examination designated by the Kansas state department of education.
- (b) Each applicant shall:
- (1) Possess the equivalent of a four-year baccalaureate degree at an institution of higher education in the United States of America; and
 - (2) have a minimum cumulative grade point average of 2.5 on a 4-point grade scale, or its equivalent.



- (c) If the applicant does not meet all of the above requirements, the applicant shall be given information regarding accredited teacher education programs at Kansas institutions of higher education. In addition, any applicant who does not meet all of the above requirements shall be notified of the appeal process prescribed in S.B.R. 91-1-27g. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1983; amended May 14, 1986; amended Jan. 5, 1996.)*

91-1-150. Certificate renewal based upon active military service.

- (a) Any holder of a current Kansas certificate who enters active military service during the period the certificate is valid may be granted a certificate renewal based on active military service if:
- (1) Entry into active military service is on a full time, 24-hour-per-day basis, and occurs during a time of emergency determined by the state board of education; and
 - (2) application for renewal is submitted within one year after discharge or separation from active military service under honorable conditions.
- (b) A certificate renewed on the basis of active military service shall be issued as a five-year certificate. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 1989; amended September 2, 1991.)*

91-1-27d. Visiting scholar certificate.

- (a) Notwithstanding any other requirement for certification, any person may be issued a visiting scholar certificate valid only through June 30 of the school year for which the certificate is issued.
- (b) Any person wanting a visiting scholar certificate shall submit to the commissioner of education:
- (1) an application for a visiting scholar certificate and the appropriate certification fee;
 - (2) written verification from an administrator of an accredited or approved local education agency that the applicant will be employed if the certificate is issued; and
 - (3) documentation of exceptional talent or outstanding distinction in one or more subjects or fields.
- (c) Upon receipt of an application for a visiting scholar certificate:
- (1) The application and documentation submitted shall be reviewed by the commissioner of education or the commissioner's designee. As deemed necessary, other steps shall be taken by the commissioner of education or the commissioner's designee to determine the applicant's qualifications to be issued a visiting scholar certificate; and
 - (2) A recommendation to the state board on whether such a certificate should be issued to the applicant shall be made by the commissioner of education or the commissioner's designee.
- (d) The question of whether a visiting scholar certificate shall be issued to any application shall be decided by the state board. *(Authorized by and implementing Article 6, Sec. 2(a) of the Kansas Constitution; effective June 29, 1992.)*

VOCATIONAL

91-1-130. Vocational-technical school administrators' programs.

Such programs shall provide the same education requirements as are specified for building administrators in 91-1-128, plus provide additional education in the field of vocational education and related areas. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-35. Director of vocational education.

- (a) Each applicant for this endorsement shall:
 - (1) hold a valid Kansas certificate with a building administrator endorsement;
 - (2) have credit in each of the following areas:
 - (A) principles and philosophy of vocational education;
 - (B) organization and administration of vocational education;
 - (C) method and materials of vocational education; and
 - (D) job analysis;
 - (3) have three years of accredited experience in an approved vocational program; and
 - (4) have two years of paid employment in a vocational occupation, one year of which shall have been full time and continuous.
- (b) The renewal requirements for this endorsement shall be the same as those provided in S.B.R. 91-1-30(b). *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended Jan. 5, 1996.)*

91-1-37. Vocational supervisor.

- (a) The applicant for this endorsement shall meet the following requirements:
 - (1) Hold a valid teaching certificate issued by the state board;
 - (2) Have a baccalaureate degree from an accredited college or university;
 - (3) Fifteen (15) semester hours of graduate credit in administration and vocational education;
 - (4) Full approval in one (1) or more fields of vocational education;
 - (5) Three (3) years accredited experience in an approved vocational program; and
 - (6) Two (2) years paid employment in a vocational occupation, one (1) year of which shall have been full time and continuous.
- (b) The renewal requirements for this endorsement shall be the same as those in 91-1-30(b). *(Authorized by and implementing Kansas Constitution, Article 6, Section 2(a); effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-39. Instructors for day trade, personal service, and public service programs.

- (a) A one (1) year endorsement shall be issued to instructors of day trade, personal service, and public service programs who, prior to employment, have:
 - (1) Been graduated from an accredited high school, passed the general education development (G.E.D.) tests, or a baccalaureate degree;
 - (2) A minimum of two (2) years or four thousand (4000) hours of approved, directly related journeyman experience above the apprenticeship. One (1) year shall be continuous, full-time experience;
 - (3) Passed a competency examination administered by the vocational industrial education institution designated by the state board; and
 - (4) Participated in a thirty (30) clock-hour preservice workshop made available by the designated vocational industrial education institution.
- (b) The first one (1) year endorsement may be renewed for one (1) additional year, if the applicant has:
 - (1) Completed eight (8) semester hours of professional vocational education credit by the designated approved teacher education institution and the state board;
 - (2) Participated in a thirty (30) clock-hour workshop approved by the state board. This workshop may be credited toward the eight (8) semester hours required in subsection (1); and



- (3) Completed one (1) year of accredited experience in an approved secondary or postsecondary vocational program.
- (c) A second renewal of the first one (1) year endorsement may be granted, if the applicant has:
 - (1) Four (4) additional semester hours of professional vocational education credit, including the required workshop; and
 - (2) One (1) year of accredited experience in an approved secondary or postsecondary vocational program.
- (d) The second one (1) year renewal of the first one (1) year endorsement may be renewed as a three (3) year endorsement, if the applicant has:
 - (1) A total of eighteen (18) semester hours of professional vocational education credit, including the required workshops; and
 - (2) One (1) year of accredited experience in an approved secondary or postsecondary vocational program.
- (e) The three (3) year endorsement may be renewed every three (3) years, if the applicant has:
 - (1) Three (3) additional semester hours of vocational credit; and
 - (2) Attended two (2) annual vocational workshops approved by the state board.
- (f) The first one (1) year endorsement based upon a degree in education shall be renewed as a three (3) year endorsement, if the applicant has:
 - (1) Eighteen (18) semester hours of vocational credit, which shall include the required approved vocational workshops; and
 - (2) One (1) year of accredited experience in an approved secondary or postsecondary vocational program.
- (g) The three (3) year endorsement based upon a degree in education shall be renewed as a five (5) year endorsement, if the applicant has:
 - (1) Three (3) additional semester hours of vocational education credit, and
 - (2) Attended two (2) annual vocational workshops approved by the state board.
- (h) Subsequent renewals of the five (5) year endorsement, based upon a degree in education, shall require eight (8) semester hours of additional credit to include:
 - (1) Three (3) semester hours of vocational credit; and
 - (2) Attendance at three (3) vocational workshops approved by the state board. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-40. Instructors of cooperative industrial training program.

- (a) A one (1) year endorsement shall be issued to instructors of cooperative industrial training programs who meet the following requirements:
 - (1) Hold a valid Kansas teaching certificate issued by the state board;
 - (2) Have completed one or more courses in procedures in cooperative industrial programs, and principles and philosophy of vocational education;
 - (3) Have two (2) years of accredited experience. A person who has a degree in vocational industrial education and has participated in the professional teaching block under an approved teacher education program may be exempt from this requirement. The exemption shall be determined by the vocational education institution designated by the state board; and
 - (4) Have two (2) years or four thousand (4000) hours of approved experience as a wage-earner in an industrial occupation or trade, one (1) year of which shall have been full time.
- (b) The renewal requirements for the endorsement shall be the same as those for instructor's endorsements under 91-1-39(b) through (h). *(Authorized by and implementing Article 6, Section 2, of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-41. Instructors for technical programs.

- (a) A one (1) year endorsement shall be issued to technical instructors of related subjects who, prior to employment, meet the following requirements:
 - (1) Have a baccalaureate degree including eight (8) semester hours of credits in each related teaching area;



- (2) Have two (2) years or four thousand (4000) hours of approved occupational experience at or above the journeyman level in the area of instruction;
 - (3) Have passed a competency examination administered by the vocational industrial education institution designated by the state board; and
 - (4) Have participated in a thirty (30) clock hour preservice workshop made available by the designated vocational industrial teacher education institution.
- (b) A one (1) year endorsement shall be issued to technical instructors of skill subjects who, prior to employment:
- (1) Have a baccalaureate degree or have completed a two (2) year postsecondary technical program in the specific industrial occupational area, or have the equivalent of two (2) years credit in an engineering, technical or teaching experience program, or two (2) years prior teaching experience in a technical program;
 - (2) Have two (2) years or four thousand (4000) hours of approved occupational experience, at or above the journeyman level as a technician in the specific area of instruction;
 - (3) Have passed a competency examination administered by a vocational industrial education institution designated vocational industrial teacher education institution.
- (c) The renewal requirements for this endorsement shall be the same as the sequence found in 91-1-39 (b) through (h), inclusive. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-42. Instructors of postsecondary vocational agriculture programs.

- (a) A three-year endorsement shall be issued to instructors of postsecondary programs who are certified under 91-1-27 and 91-1-82 or who have:
- (1) Been graduated from an accredited high school, passed the general education development tests (GED), or a baccalaureate degree;
 - (2) A minimum of two (2) years or four thousand (4000) hours of approved experience in the area of instruction. One (1) year shall be continuous full time experience; and
 - (3) Evidence of an initial three (3) year professional growth plan in vocational education which shall include a preservice or inservice program available through an approved vocational teacher education institution or the employing institution. The plan shall include studies in:
 - (A) Methods of vocational education,
 - (B) Philosophy of vocational education,
 - (C) Organization of vocational education, and
 - (D) Curriculum design.
- (b) The postsecondary vocational agriculture endorsement may be renewed for one (1) year upon meeting the following requirements:
- (1) Satisfactory progress on a professional growth plan;
 - (2) Accredited teaching experience; and
 - (3) Credit from the following areas:
 - (A) Principles and philosophy of vocational education,
 - (B) Methods of teaching vocational agriculture, or
 - (C) Program planning in agricultural education.
- (c) A three (3) year endorsement may be issued to the applicant who has held two (2) one (1) year postsecondary vocational endorsements and who has completed coursework or equivalency in the areas listed in paragraph (b)(3) of this regulation.
- (d) The three (3) year endorsement shall be renewed every three (3) years upon evidence of accredited teaching experience and three (3) additional semester hours of credit in the major teaching area, or evidence of approved inservice experiences. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-43. Coordinators of cooperative programs involving student-school and agricultural business in the instructional process.

- (a) Applicants for this endorsement shall meet the following requirements:



- (1) Hold a valid certified endorsed for vocational agriculture or a postsecondary vocational endorsement for agricultural education issued by the state board; and
- (2) Have credit in each of the following areas:
 - (A) Principles and philosophy of vocational education,
 - (B) Organization and administration of vocational education,
 - (C) Coordination techniques, and
 - (D) Job analysis.
- (b) The renewal requirements for the certificate shall be the same as those provided in 91-1-39(b) through (h). *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-87. Distributive education.

A program shall provide for:

- (a) The study of:
 - (1) Teaching techniques in purchasing, marketing, merchandising, and management;
 - (2) Those services relating to the areas of purchasing, marketing, merchandising, and management;
 - (3) Coordination of the areas of purchasing, marketing, merchandising, and management;
 - (4) Research in purchasing, marketing, merchandising, and leadership qualities needed in purchasing, marketing, merchandising, and management;
- (b) Experience to develop professional competencies to:
 - (1) Plan, develop, and administer a comprehensive program of distributive education, for both high school and adult students;
 - (2) Organize and utilize a wide variety of methods and techniques for teaching youth and adults; and
 - (3) Conduct learning experiences for students with a broad array of abilities and career objectives;
- (c) Experience in a variety of occupational work settings; and
- (d) Opportunities for developing a knowledge of and involvement in distributive education organizations. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-44. Distributive education instructors.

- (a) Each applicant for this endorsement shall:
 - (1) hold a valid certificate issued by the state board;
 - (2) have a major in business, including competency, as demonstrated through an approved examination, or credit hours, in the following subject areas:
 - (A) marketing;
 - (B) accounting;
 - (C) small business management or applied retailing; and
 - (D) visual merchandising;
 - (3) have credit in professional vocational education courses, including:
 - (A) principles and philosophy of vocational education;
 - (B) methods of individual training or job analysis;
 - (C) organization and administration of vocational education;
 - (D) coordination techniques, which shall not be required of instructors of related subjects; and
 - (E) methods and materials in vocational education; and
 - (4) have two years or 4000 hours of approved work experience in the distributive field. The instructor of related subjects may satisfy the experience requirements with one year or 2000 hours of approved experience.
- (b) The renewal requirements for the three-year and five-year vocational business occupation endorsements shall be the same as those provided in S.B.R. 91-1-30(b), and amendments thereto. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended June 1, 1988; amended Jan. 5, 1996.)*

91-1-45. Office education instructors.

Each applicant for this endorsement shall:



- (1) hold a valid certificate issued by the state board;
 - (2) have a major in business, including competency, as demonstrated through an approved examination, or credit hours, in the subject areas of accounting and office machines;
 - (3) have credit in professional vocational education courses, including:
 - (A) principles and philosophy of vocational education;
 - (B) methods of individual training or job analysis;
 - (C) organization and administration of vocational education;
 - (D) coordination techniques which shall not be required for instructors of related subjects; and
 - (E) methods in teaching business subjects, or methods and materials in vocational education; and
 - (4) have two years or 4000 hours of approved work experience in the office field. The instructor of related subjects may satisfy the experience requirement with one year or 2000 hours of approved experience.
- (b) The renewal requirements for the three-year and five-year vocational business occupation endorsements shall be the same as those provided in S.B.R. 91-1-30(b). *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Jan. 8, 1982; amended Jan. 5, 1996.)*

91-1-46. Data processing instructors.

- (a) Each applicant for this endorsement shall:
- (1) hold a valid certificate issued by the state board;
 - (2) have credit in general data processing and current program languages;
 - (3) have credit in professional vocational education courses, including:
 - (A) principles and philosophy of vocational education;
 - (B) job analysis; and
 - (C) for coordinators of cooperative programs, organization and administration of vocational education, and coordination techniques; and
 - (4) have two years or 4000 hours of approved data processing experience or show competency through an approved examination.
- (b) The renewal requirements for the three-year and five-year vocational business occupation endorsements shall be the same as those provided in S.B.R. 91-1-30(b). *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) Jan. 8, 1982; (permanent) May 1, 1982; amended Jan. 5, 1996.)*

91-1-47. Instructors of postsecondary programs.

- (a) On and after September 1, 1982, applicants who do not meet requirements listed under 91-1-44, 91-1-45, or 91-1-46 may obtain a vocational endorsement, valid for three (3) years, by meeting the following requirements:
- (1) have a combination of college level preparation and related work experience totaling six (6) years. This shall include a minimum of sophomore standing with at least (12) semester hours of credit for specialized business and a minimum of two (2) years or four thousand (4,000) clock hours of approved related experience. One-fourth of the work experience shall have been within the five (5) year period prior to application;
 - (2) have successfully completed the professional vocational credit listed under 91-1-44(a)(3), 91-1-45(a)(3), or 91-1-46a(a)(3); and
 - (3) have completed the additional requirements for instructors in the following subjects:
 - (A) Office occupations. The applicant shall have competency in the specific teaching area and at least two (2) additional related office education areas. Competency shall be established through approved competency testing.
 - (B) Distributive education. The applicant shall have credit or competency in each of the following areas: marketing, accounting, small business management or applied retailing, and visual merchandising. Competency shall be established through approved competency testing.
 - (C) Data processing. The applicant shall have competency in the specific data processing area and in related areas. Competency shall be established through approved competency testing.

- (b) The renewal requirements for the three (3) year and five (5) year vocational business occupation endorsements shall be the same as those provided in 91-1-30(b). *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-48. Specialized occupational vocational home economics.

- (a) A one-year endorsement in a specialized occupational program shall be issued to those applicants who:
- (1) have a baccalaureate degree in home economics;
 - (2) have credit in each area identified in S.B.R. 91-1-105, except this requirement shall not apply to postsecondary instructors;
 - (3) have 24 semester hours in the area of concentration; and
 - (4) have 900 clock hours of work experience directly related to the instructional field, or 300 clock hours if supervised for college credit.
- (b) The specialized vocational home economics endorsement may be renewed twice as a one-year endorsement upon meeting the following requirements:
- (1) accredited experience;
 - (2) participation in the annual joint vocational education conference or approved equivalent; and
 - (3) credit from the following areas:
 - (A) job analysis;
 - (B) principles and philosophy of vocational education;
 - (C) home economics occupations;
 - (D) methods of teaching vocational home economics or vocational education methods; and
 - (E) coordination techniques.
- (c) The one-year specialized vocational home economics endorsement may be renewed for three years upon completion of:
- (1) Accredited experience;
 - (2) credit listed in paragraph (b)(3) of this regulation;
 - (3) participation each year in the joint vocational education conference; and
 - (4) participation in one approved professional conference in the instructor's area of concentration.
- (d) The three-year specialized vocational home economics endorsement may be renewed as a five-year endorsement upon completion of:
- (1) accredited experience;
 - (2) participation each year in a joint vocational education conference or an approved equivalent; and
 - (3) participation every three years in one approved professional conference in the instructor's area of concentration.
- (e) Subsequent five-year specialized vocational home economics endorsements shall require:
- (1) accredited experience;
 - (2) eight additional semester hours of credit;
 - (3) participation each year in the joint vocational education conference or an approved equivalent; and
 - (4) participation every three years in one approved professional conference in the instructor's area of concentration.
- (f) Provisional one-year vocational home economics endorsement.
- (1) a one-year endorsement may be issued to a person employed in an approved vocational home economics program who shows:
 - (A) skill in a specialty area of home economics; and
 - (B) extensive work experience directly related to the instructional area.
 - (2) The renewal requirements for the provisional one-year vocational home economics endorsement shall be the same as those provided in S.B.R. 91-1-48(b) or (c). *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) Jan. 8, 1982; (permanent) May 1, 1982; amended Jan. 5, 1996.)*

91-1-49. Occupational-coordination endorsement.

- (a) Applicants for this endorsement shall meet the requirements of 91-1-105, have completed approved courses in job analysis and coordination techniques, and have a minimum of nine hundred (900) hours of work experience in a home economics related occupation.



- (b) Three and five-year renewals are based on successful teaching and professional participation in conferences approved by the state board. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-105. Home economics (vocational).

- (a) The program of forty (40) hours shall provide study and experience equally distributed in the following areas:
- (1) Human development and the family including parenting skills; individual development throughout all stages of the life cycle; the multiple roles; family living; the interdependencies among family, society, and the environment; individual and group decisions for the improvement of the quality of life. Participation in a child development laboratory experience shall be included;
 - (2) Nutrition and food management including food selection, preparation, and utilization as related to nutritive value; psychological and physiological needs; life cycle nutrition and environmental concerns; available time, energy, money, and
 - (3) Consumer education and management including the effect of the economic system on consumer resource decisions; rights and responsibilities of consumers; sources of information to improve consumption skills; identifying home management practices which aid in improving the quality of living and in handling multiple family roles. Laboratory experiences related to home management shall be included;
 - (4) Housing, furnishings, and equipment including alternative decisions related to shelter needs; provision and maintenance of a desirable quality of living space within resource and environmental limitations;
 - (5) Functions of clothing/apparel and textile products including aesthetic, cultural, social, and consumption factors; construction techniques; textile selection related to individual and family use; and
 - (6) Planning and administering a vocational home economics program which includes:
 - (A) Vocational home economics methods and curriculum in consumer and homemaking;
 - (B) General employability skills including human relations and competency in planning, developing, teaching, supervising, and evaluating occupational home economics programs;
 - (C) Knowledge of employment opportunities, relationship of employment to economic factors, and employment services;
 - (D) The acquisition and maintaining of updated work experience in subprofessional levels of occupations in business and industry related to home economics; and
 - (E) The philosophy of vocational education and its federal, state, and local laws; program funding; student leadership organizations; relationship of vocational education to other agencies involved in preparation for employment.
- (b) The teacher preparation program shall provide for study in the related disciplines of economics, sociology, art, physical and biological science. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution, (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-50. Health occupations.

A three (3) year endorsement shall be issued to educators in health occupations programs who meet the requirements for the following administrative or instructional assignments.

- (a) Technical program instructors shall be licensed or registered to practice the health occupation in Kansas and shall have a
- (1) A baccalaureate degree;
 - (2) Credit in:
 - (A) Philosophy of the community college,
 - (B) Teaching methods,
 - (C) Curriculum, and
 - (D) Educational psychology; and
 - (3) Two (2) years of approved experience in the health occupation.
- (b) Technical program administrators shall meet the requirements of subsection (a) and shall have:
- (1) An advanced degree;

- (2) Credit in program administration; and
- (3) Three (3) years of approved experience in the health occupation.
- (c) Vocational program instructors shall be licensed or registered to practice the health occupation in Kansas and shall:
 - (1) Be registered as a professional nurse, if instructing licensed practical nurse or nursing aide programs;
 - (2) Have credit in:
 - (A) Principles and philosophy of vocational education,
 - (B) Occupational analysis,
 - (C) Preparation of instructional materials, and
 - (D) Instructional methods; and
 - (3) Have two (2) years of approved experience in the health occupation.
- (d) Vocational program administrators shall meet the requirements of subsection (c) and have three (3) years of teaching experience.
- (e) The three (3) year endorsement may be renewed for three (3) years by attending two (2) approved workshops each year related to the instructor's health occupation's teaching area.
- (f) Instructors of related subject shall have:
 - (1) A baccalaureate degree related to the area of instruction; and
 - (2) Approved experience necessary to integrate the related instruction into the health occupation's program.
- (g) The three (3) year endorsement for instructors of related subjects shall be renewed on the basis of accredited experience and employment in an approved program. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-82. Agricultural education.

- (a) A state-approved agricultural education program shall consist of a course of study allowing each student to:
 - (1) Demonstrate knowledge of the biological, physical, and applied sciences as they relate to agriculture in the following areas:
 - (A) Plant science and technology;
 - (B) animal science and technology;
 - (C) agricultural mechanics, science and technology; and
 - (D) microcomputer applications and other agriculture-related technologies.
 - (2) Demonstrate basic knowledge in the following areas:
 - (A) Agribusiness organization and management;
 - (B) agricultural marketing and sales;
 - (C) agribusiness financing; and
 - (D) human relations in agribusiness.
 - (3) Demonstrate the abilities of leadership, including skills in the development of agricultural youth organizations as a means of teaching leadership skills through the study and practice of speech, parliamentary procedure, and group cooperative efforts; and
 - (4) Demonstrate the ability to perform appropriate occupational skills while working with pupils and adults in projects and programs relative to the agricultural instructional areas.
 - (5) Demonstrate knowledge in one or more of the following occupational areas:
 - (A) Agribusiness, which shall consist of a sequence of studies and experiences which provide basic knowledge in agribusiness organization and management, agricultural marketing and sales, agribusiness financing, human relations in agribusiness, and technology in agribusiness;
 - (B) agricultural production, which shall consist of a sequence of studies and experiences which provide basic know-ledge in animal science, plant science, agricultural economics and agricultural mechanics;
 - (C) agricultural mechanics, which shall consist of a sequence of studies and experiences which provide basic knowledge in agricultural mechanics and agricultural economics;



- (D) horticulture, which shall consist of a sequence of studies and experiences which provide basic knowledge in horticulture, agricultural economics and agronomy; or
- (E) natural resources, which shall consist of a sequence of studies and experiences which provide basic knowledge in agronomy, agricultural economics, forestry, and conservation.
- (b) Each applicant shall have completed 2000 hours of agricultural occupational experience in one or more of the following areas: agribusiness, agricultural production, agricultural mechanics, horticulture, or natural resources. The experience shall be verified by the recommending teacher education institution.
- (c) Prior to July 1, 1992, any institution may request that its agricultural education program be approved under the provisions of this regulation.
- (d) On and after July 1, 1992, any institution desiring to have an approved agricultural education program shall meet the requirements of this regulation.
- (e) This regulation shall take effect on July 1, 1990. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended September 3, 1990.)*

91-1-51. Combination cooperative vocational education programs (CCVEP).

- (a) Instructors of CCVEP shall:
 - (1) Hold a baccalaureate degree;
 - (2) Meet the certification requirements for full qualification in one (1) area of vocational education;
 - (3) Have credit in each of the following areas:
 - (A) Principles and philosophy of vocational education,
 - (B) Methods and materials for teaching cooperative vocational education programs,
 - (C) Organization and administration of vocational education,
 - (D) Job analysis, and
 - (E) Coordination techniques; and
 - (4) Two (2) years or four thousand (4000) clock hours of approved work experience.
- (b) The renewal requirements for this endorsement shall be the same as those provided in 91-1-30(b). *(Authorized by and implementing Kansas Constitution, Article 6, Section 2(a); effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-52. Vocational special needs.

- (a) An initial three-year endorsement in vocational special needs shall be issued to any applicant who presents to the state department of education:
 - (1) verification of employment in an approved vocational special needs program; and
 - (2) (A) a valid Kansas certificate with an endorsement related to the applicant's function within the vocational special needs program; or
 - (B) 2,000 hours or one year of work experience directly related to the applicant's function within the vocational special needs program.
- (b) Each person holding a three-year endorsement shall be granted a five-year endorsement upon:
 - (1) written recommendation for renewal from a local administrator of the accredited or approved employing educational agency; and
 - (2) Completion of a professional growth plan approved by a local administrator. The plan shall include:
 - (A) eight semester hours of recent credit;
 - (B) the equivalent of eight semester hours of recent credit in the form of inservice education points as specified in S.B.R. 91-1-146a through 91-1-146d; or
 - (C) the equivalent of eight semester hours of recent credit in the form of state-approved workshops.
- (c) Semester hours, inservice education points or state-approved workshops to be used for renewal of a vocational special needs endorsement, shall be selected from the following areas:
 - (1) knowledge of individual differences, which means awareness of the individual student differences and appropriate expectations of special needs students;
 - (2) knowledge of curriculum development, which means planning course content, designing instructional materials, and implementing activities which are appropriate to the needs and interests of special needs students;

- (3) knowledge of methods of instruction, which means using appropriate instructional, motivational and reinforcement techniques, and instructional media which will result in an effective delivery system for special needs students;
 - (4) skills in program planning, which means planning an educational program to meet the needs of special needs students within the framework of available facilities and occupational opportunities;
 - (5) skills in evaluation, which means selecting and using appropriate methods of evaluation which reflect special needs student's accomplishments and the effectiveness of instruction provided to those students;
 - (6) skills in guidance, which means communicating occupational information to special needs students and assisting them in setting realistic goals in cooperation with other school staff and parents;
 - (7) skills in human relations, which means demonstrating a personal concern for special needs students and parents in all aspects of the educational experience;
 - (8) skills in the management of learning and behavior, which means providing an atmosphere in which the special needs student can work toward self-fulfillment in a school, home, community, and occupational setting.
- (d) Each applicant for renewal of a five-year endorsement shall meet the requirements of subsection (b) of this regulation.
- (e) Each applicant for renewal who presently holds an endorsement in exemplary and special needs and who meets the requirements of subsection (a) shall be granted endorsement for the remaining term of the applicant's current certificate. *(Authorized by and implementing, Kansas Constitution Article 6, Section 2, effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1986.)*

91-1-53. Vocational education counselors.

- (a) Vocational education counselors shall have:
- (1) A valid certificate issued by the state board;
 - (2) An endorsement as a secondary school guidance counselor;
 - (3) Four thousand (4000) clock hours of work experience; and
 - (4) Credit in:
 - (A) Principles and philosophy of vocational education,
 - (B) Organization and administration of vocational education, and
 - (C) Job analysis.
- (b) The renewal requirements for this endorsement shall be the same as those provided in 91-1-30(b). *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-54. Provisional vocational endorsement.

- (a) In special circumstances involving critical occupational training areas, a one (1) year provisional vocation endorsement may be issued under the following conditions:
- (1) The applicant shall be employed in an approved vocational program; and
 - (2) The applicant shall have a plan for meeting full qualifications within a designated period of time.
- (b) Applicants for provisional vocational endorsement may receive two (2) additional one (1) year endorsements if the applicant presents:
- (1) Accredited experience; and
 - (2) Progress toward meeting full qualification in the instructional area. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-55. Adult vocational programs.

A vocational education non-expiring certification approval for instructors hired under short-term agreements and paid by hourly rates for teaching adult vocational classes shall be issued if the applicant has:

- (a) Been graduated from an accredited high school or passed the general educational development tests (GED); and



- (b) Completed four thousand (4000) clock hours of approved related work experience. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-153. Renewal of a vocational certificate or endorsement with inservice education points.

- (a) An applicant holding a three or five-year vocational certificate or endorsement and employed by a local education agency having a state-approved inservice education plan may renew a vocational certificate or endorsement with inservice education points.
- (b) Renewal of a three or five-year vocational certificate or endorsement based upon inservice education points shall require:
- (1) For any applicant without an advanced degree, experiences worth at least 160 inservice education points during the prior five-year period, which shall include 80 points attributable to college or university credit; and
 - (2) for any individual with an advanced degree, experiences worth 120 inservice education points during the prior five-year period.
- (c) An application for renewal based on inservice education shall be accompanied by verification by the governing body of a local education agency that the inservice credit is valid for renewal.
- (d) This method of renewal shall be in addition to other avenues of renewal specified in state board regulations. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 28, 1991.)*



ACCREDITING INSTITUTIONS

91-1-68a. Institutional accreditation and program approval definitions. As used in S.B.R. 91-1-68b, 91-1-68c and 91-1-68d:

- (a) "Academic year" means July 1 through June 30.
- (b) "Accredited," when applied to continuing or initial accreditation, means the status assigned to a teacher education institution which meets substantially the accreditation standards prescribed in regulations adopted by the state board.
- (c) "Accredited with stipulation" means the status assigned to a teacher education institution that has critical deficiencies based on the accreditation standards prescribed in regulations adopted by the state board that must be addressed by the institution prior to the granting of "accredited" status.
- (d) "Annual report" means information as specified by the commissioner which must be submitted on a yearly basis.
- (e) "Approved" means the status assigned to a teacher education program which meets the program standards prescribed in regulations adopted by the state board.
- (f) "Approved with stipulation" means the status assigned to a professional education program that has critical deficiencies based on the program standards prescribed in regulations adopted by the state board that must be addressed by the institution prior to the granting of approval.
- (g) "Combined on-site review team" means an on-site review team which has members who represent NCATE and the state board.
- (h) "Commissioner" means the state commissioner of education or the commissioner's designee.
- (i) "Continuing accreditation" means the status assigned to a teacher education institution which after achieving initial accreditation continues to substantially meet the accreditation standards prescribed in regulations adopted by the state board.
- (j) "Evaluation review committee" means the standing committee of the teaching and school administration professional standards board, or its successor, which is responsible for recommending accreditation and program approval actions to the state board.
- (k) "Institutional report" means a qualitative and quantitative description of how a teacher education institution's professional education unit meets the accreditation standards prescribed in regulations adopted by the state board.
- (l) "NCATE" means the national council for accreditation of teacher education.
- (m) "Not accredited" means the status assigned to a teacher education institution which fails substantially to meet accreditation standards prescribed in regulations adopted by the state board.
- (n) "Not approved" means the status assigned to a professional education program which fails substantially to meet program standards prescribed in regulations adopted by the state board.
- (o) "On-site review team" means a group of persons appointed by the commissioner to review and analyze an institutional report, conduct an on-site review of the teacher education institution or a professional program or programs of such institution, and prepare a report concerning the matter.
- (p) "Probation" means the two-year status assigned to a teacher education institution which after achieving initial accreditation, failed to continue to meet substantially accreditation standards prescribed in regulations adopted by the state board.
- (q) "Professional education program" or "program" means an organized set of learning activities designed to provide prospective school personnel with the knowledge, competencies and skills to perform successfully in a specified educational position.
- (r) "Program folio" means a qualitative and quantitative description of how a teacher education institution's professional education unit meets the program standards prescribed in regulations adopted by the state board.
- (s) "Review team" means a group of persons appointed by the commissioner to review and analyze an institutional report or program folio of a teacher education institution and prepare a report concerning the matter.
- (t) "State board" means the state board of education.

- (u) "Teacher education institution" or "institution" means a college or university which offers at least a four-year program of study in higher education and which maintains a unit which offers teacher education programs. (*Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Sept. 2, 1991; amended June 26, 1995.*)

91-1-68b. Procedures for initially accrediting teacher education institutions.

- (a) *Process initiation.* Each teacher education institution that desires to be initially accredited by the state board shall submit an intent to seek unit accreditation to the commissioner at least 24 months prior to the time at which accredited status is to begin. Each institution also shall submit an institutional report to the commissioner, which shall be in the form and contain the information prescribed by the commissioner. The self-study shall be submitted at least 60 days prior to the date of the on-site review scheduled for the institution.
- (b) *On-site review team.*
- (1) Upon receipt of a complete institutional report, the commissioner shall appoint an on-site review team to analyze the institutional report and conduct an on-site review. The commissioner shall designate the chairperson of the review team and shall determine the number of review team members based upon the scope of the programs to be reviewed at the teacher education institution. An institution may challenge the appointment of a team member only on the basis of a conflict of interest.
 - (2) If a teacher education institution requests a joint accreditation review by the state board and NCATE:
 - (A) after consultation with representatives of NCATE and the institution, the commissioner may appoint a combined on-site review team, and the commissioner shall have final authority on the designation of the state chairperson and the number of state review team members; and
 - (B) the institution shall be evaluated utilizing NCATE accreditation standards and any state board accreditation standards not included in the NCATE standards. The commissioner shall resolve any question regarding the standards which apply to the review of any institution.
- (c) *On-site review.*
- (1) In accordance with procedures adopted by the state board, each on-site review team shall examine and analyze the institutional report, conduct an on-site review of the teacher education institution, and prepare a report expressing the findings and conclusions of the review team. The on-site review team report shall be submitted to the commissioner who shall forward the report to the evaluation review committee and to an appropriate representative of the teacher education institution.
 - (2) Any such institution may prepare a written response to the on-site review team report. This response shall be prepared and submitted to the commissioner within 30 days of receipt of the on-site review team's report. The commissioner shall forward any such response to the evaluation review committee.
- (d) *Initial recommendation.* The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate accreditation status to be assigned to the teacher education institution, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
- (e) *Request for hearing.*
- (1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

- (2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the teacher education institution, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner who shall submit the final recommendation to the state board for its consideration and determination of accreditation status according to subsection (f)(1) of this regulation.
- (3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. In any such situation, the commissioner shall submit the recommendation of the evaluation review committee to the state board for its consideration and determination of accreditation status according to subsection (f)(1) of this regulation.
- (f) *Accreditation status.*
- (1) The initial accreditation status assigned to any teacher education institution pursuant to this regulation shall be accredited, with stipulation, or not accredited.
- (2) Subject to subsequent action by the state board, the assignment of accredited status to a teacher education institution shall be effective for five academic years. Any teacher education institution accredited by the state board shall submit an annual report to the commissioner on or before October 1 of each year. The state board, at any time, may change the accredited status of a teacher education institution if, after providing an opportunity for a hearing, it is found that the institution has failed to meet substantially accreditation standards adopted by the state board or has made substantial changes to the unit. The state board, for just cause, may extend the accredited status of an institution.
- (3) (A) Accredited with stipulation status shall be effective for a period of time specified by the state board.
- (B) any teacher education institution that is accredited with stipulation shall include in its annual report to the commissioner steps the institution has taken and the progress the institution has made during the previous academic year to meet the accreditation stipulations.
- (C) the commissioner shall submit the annual report to the evaluation review committee for its examination and analysis. After such examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education institution for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. Thereafter, the provisions in subsection (e) of this regulation shall be applicable.
- (D) for certification purposes, each teacher education institution that is accredited with stipulation shall be considered as being accredited. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Sept. 2, 1991; amended June 26, 1995.)*

91-1-68c. Procedures for initial approval of teacher education programs.

- (a) *Process initiation.*
- (1) Each teacher education institution that desires to have any new program approved by the state board shall submit an intent to seek program approval to the commissioner. The intent to seek program approval shall be submitted by May 1 of the year preceding the academic year in which the institution plans to begin offering the program.
- (2) Each institution shall submit with its intent to seek program approval, a detailed written description of the proposed program and a plan for implementation and operation of the program, which shall be in the form and contain the information prescribed by the commissioner. The institution shall submit the number of copies of the written program description and plan requested by the commissioner.

- (b) *Program report.* Upon receipt of a program folio, the commissioner shall appoint a review team to analyze the program folio. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner based upon the scope of the program to be reviewed. An institution may challenge the appointment of a team member only on the basis of a conflict of interest.
- (c) *Program review.*
- (1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the proposed program description and plan and prepare a report expressing the findings and conclusions of the review team. The review team report shall be submitted to the commissioner who shall forward the report to the evaluation review committee and to an appropriate representative of the teacher education institution.
 - (2) Any such institution may prepare a response to the review team report. This response shall be prepared and submitted to the commissioner within 30 days of receipt of the review team report. Any such response shall be forwarded to the evaluation review committee by the commissioner.
- (d) *Initial recommendation.* The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
- (e) *Request for hearing.*
- (1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
 - (2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner who shall submit the final recommendation to the state board for its consideration and determination of program approval according to subsection (f)(1) of this regulation.
 - (3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. In any such situation, the recommendation of the evaluation review committee shall be submitted by the commissioner to the state board for its consideration and determination of program approval according to subsection (f)(1) of this regulation.
- (f) *Approval status.*
- (1) Each new program shall be approved with stipulation or not approved.
 - (2) If a new program is approved with stipulation, that status shall be effective until the institution's next on-site visit.
- (g) *Annual report.*
- (1) If approved with stipulation status is assigned to a new program, the institution shall submit an annual report to the commissioner within 60 days after completion of the second semester of operation of the program, and on or before October 1 of each year thereafter until the institution's next on-site visit.
 - (2) The report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis.

(h) *Approval status.*

- (1) The state board, at any time, may change the approved status of a teacher education program if, after providing an opportunity for a hearing, it is found that the institution has failed to meet substantially program standards or has materially changed the program. The state board, for just cause, may extend the approved status of a program, and the status of a program shall be extended automatically if, at the end of the current approval period, the program is in the process of being reevaluated by the state board. Any such extension shall be counted as part of any subsequent approval period of a program.
- (2) At the time of the institution's next on-site visit, the new program shall be reviewed pursuant to S.B.R. 91-1-68d.
- (3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (*Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Sept. 2, 1991; amended June 26, 1995.*)

91-1-68d. Procedures for renewal of teacher education program approval.

- (a) *Process initiation.* Each teacher education institution that desires to have the state board renew the approval of one or more of its teacher education programs shall submit an intent to seek program approval to the commissioner. The intent to seek program approval shall be submitted at least 12 months prior to the expiration of the current approval period of the program or programs. Each institution also shall submit a program folio, which shall be in the form and contain the information prescribed by the commissioner at least six months prior to the expiration of the current approval period of the program or programs.
- (b) *Review team.* Upon receipt of a complete program folio, the commissioner shall appoint a review team to analyze the program folio. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a team member only on the basis of a conflict of interest.
- (c) *Program folio review.*
 - (1) In accordance with procedures adopted by the state board, each folio review team shall examine and analyze the program folio report and prepare a report expressing the findings and conclusions of the review team. The folio review team report shall be submitted to the commissioner who shall forward the report to the evaluation review committee and to an appropriate representative of the teacher education institution.
 - (2) Any such institution may prepare a written response to the folio review team report. Any such response shall be prepared and submitted to the commissioner within 30 days of receipt of the on-site review team's report. The commissioner shall forward any such response to the evaluation review committee.
- (d) *Initial recommendation.* The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
- (e) *Request for hearing.*
 - (1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

- (2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner who shall submit the final recommendation to the state board for its consideration and determination of program approval according to subsection (f)(1) of this regulation.
- (3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. In any such situation, the recommendation of the evaluation review committee shall be submitted by the commissioner to the state board for its consideration and determination of program approval according to subsection (f)(1) of this regulation.
- (f) *Approval status.*
- (1) The status assigned to any teacher education program pursuant to this regulation shall be approved, approved with stipulation, or not approved.
- (2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for five academic years. The state board, at any time, may change the status of an approved program if, after providing an opportunity for a hearing, it is found that the institution has failed to meet substantially program standards adopted by the state board or has made a material change in an approved program. The state board, for just cause, may extend the approved status of a program, and the status of an approved program shall be extended automatically if, at the end of the current approval period, the program is in the process of being reevaluated by the state board.
- (3) (A) Approved with stipulation status shall be effective for a period of time specified by the state board.
- (B) if any program of a teacher education institution is approved with stipulation, the institution shall include in its annual report to the commissioner, the steps the institution has taken and the progress the institution has made during the previous academic year to meet program stipulation.
- (C) the annual report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After such examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. Thereafter, the provisions in subsection (e) of this regulation shall be applicable.
- (D) for licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Sept. 21, 1991; amended June 26, 1995.)*

91-1-68e. Procedures for continuing accreditation of teacher education institutions.

- (a) *Process initiation.* Each teacher education institution that is currently accredited by the state board and desires to continue such accreditation shall submit an intent to proceed with continuing accreditation application to the commissioner at least 24 months prior to the expiration date of the current accreditation.
- (b) *Review of annual reports.* Upon receipt of an intent to proceed with the continuing accreditation application, the commissioner shall instruct the evaluation review committee to conduct a review of the annual report data. In accordance with procedures adopted by the state board, the evaluation review committee shall examine and analyze the annual report data received since the last on-site visit and prepare a report expressing the findings and conclusions of the review. The evaluation review committee report shall be submitted to the commissioner who shall forward the report to an appropriate representative of the teacher education institution.



- (c) *Institutional report.* Each institution also shall submit an institutional report to the commissioner, which shall be in the form and contain the information prescribed by the commissioner. The institutional report shall be submitted at least 60 days prior to the date of the on-site continuing accreditation review scheduled for the institution.
- (d) *On-site review team.*
- (1) Upon receipt of an institutional report, the commissioner shall appoint an on-site review team to analyze the institutional report and conduct an on-site review. The commissioner shall designate the chairperson of the review team and shall determine the number of review team members based upon the scope of the programs to be reviewed at the teacher education institution. An institution may challenge the appointment of a team member only on the basis of a conflict of interest.
 - (2) If a teacher education institution requests a joint continuing accreditation review by the state board and NCATE:
 - (A) after consultation with representatives of NCATE and the institution, the commissioner may appoint a combined on-site review team, and the commissioner shall have final authority on the designation of the state chairperson and the number of state review team members; and
 - (B) the institution shall be evaluated utilizing NCATE accreditation standards and any state board accreditation standards not included in the NCATE standards. The commissioner shall resolve any question regarding the standards which apply to the review of any institution.
- (e) *On-site review.*
- (1) In accordance with procedures adopted by the state board, each on-site review team shall examine and analyze the institutional report, conduct an on-site review of the teacher education institution, and prepare a report expressing the findings and conclusions of the review team. The on-site review team report shall be submitted to the commissioner who shall forward the report to the evaluation review committee and to an appropriate representative of the teacher education institution.
 - (2) Any such institution may prepare a written response to the on-site review team report. This response shall be prepared and submitted to the commissioner within 30 days of receipt of the on-site review team's report. The commissioner shall forward any such response to the evaluation review committee.
- (f) *Initial recommendation.* The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate accreditation status to be assigned to the teacher education institution, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
- (g) *Request for hearing.*
- (1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the recommendation. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
 - (2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the teacher education institution, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner who shall submit the final recommendation to the state board for its consideration and determination of accreditation status according to subsection (h) (1) of this regulation.
 - (3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. In any such situation, the commissioner shall submit the recommendation of the evaluation review committee to the state board for its consideration and determination of accreditation status according to subsection (h)(1) of this regulation.

(h) *Accreditation status.*

- (1) The continuing accreditation status assigned to any teacher education institution pursuant to this regulation shall be continuing accreditation or probation.
- (2) Subject to subsequent action by the state board, the assignment of continuing accreditation status to a teacher education institution shall be effective for five academic years. Any teacher education institution accredited by the state board shall submit an annual report to the commissioner on or before October 1 of each year. The state board, at any time, may change the accreditation status of a teacher education institution if, after providing an opportunity for a hearing, it is found that the institution has failed to meet substantially accreditation standards adopted by the state board or has made substantial changes to the unit. The state board, for just cause, may extend the accreditation status of an institution, and the accreditation status of an institution shall be extended automatically if, at the end of the current accreditation period, the institution is in the process of continuing accreditation by the state board.
- (3)
 - (A) If an institution is given probation status, a comprehensive on-site visit pursuant to state board regulation 91-1-68b shall be scheduled by the institution within two years of the semester in which the decision was rendered. After the visit, a decision whether to continue or revoke accreditation shall be made by the board.
 - (B) any teacher education institution with probation status shall include in its annual report to the commissioner the steps the institution has taken and the progress the institution has made during the previous academic year to meet the accreditation standards. The commissioner shall submit the annual report to the evaluation review committee for its examination and analysis.
 - (C) for licensure purposes, each teacher education institution with probation accreditation status shall be considered as being accredited. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective June 26, 1995.)*

91-1-70a.

- (a) The "NCATE Refined Standards," as published by the National Council on the Accreditation of Teacher Education (NCATE) on March 5, 1994, including the "Introduction to NCATE'S Standards" and "Standards Glossary," are adopted by reference.
- (b) This regulation shall take effect on July 1, 1997. *(Authorized and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 1997.)*

91-1-70b.

- (a) Until July 1, 1997, any teacher education institution may seek accreditation under the unit accreditation standards prescribed in S.B.R. 91-1-70 through S.B.R. 91-1-78, or may use the standards prescribed in S.B.R. 91-1-70a.
- (b) After July 1, 1997, each teacher education institution shall be accredited under the unit accreditation standards prescribed in S.B.R. 91-1-70a. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 1997.)*

GENERAL STANDARDS

91-1-141. Innovative and experimental programs.

- (a) Any teacher education institution desiring to offer an innovative, experimental program designed to prepare educational personnel for new types of positions for which no program exists, or to develop a new approach or method for the preparation of education personnel in an existing program, shall make a written request to the state board for approval of the program. The request shall include the following:
 - (1) A written statement of the purpose and teaching objectives in the area, including a description of the type of public school program that would be needed to accomplish these objectives. This material shall be prepared cooperatively by the agencies concerned with teacher education, and shall be based on analyses of current practices and trends in the area.
 - (2) A written statement of the competencies needed by educational personnel in the public school program. These competencies shall include the attitudes, knowledge, and skills required for a beginning teacher. This statement of competencies shall be based upon the purpose and objectives of the program.
- (b) The administrative structure of the innovative-experimental program shall be such that responsibility for the program is vested in the preparing institution. An institution which accepts responsibility for the education of teachers shall establish and designate the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to such programs.
- (c) Each innovative-experimental program shall include a description of the curricula under which educational personnel will be prepared and evaluated, and the educational personnel's progress in the program.
- (d) An innovative-experimental program shall be supported by identified human and physical resources. The continuing availability of the resources shall be assured for the duration of the program. Any resources not under the control of the teacher education institution shall be outlined and confirmed by the controlling agency.
- (e) An innovative-experimental program shall include a timetable which sets forth a starting and termination date for the program as follows:
 - (1) The sequence of activities that will occur;
 - (2) the anticipated schedule of evaluative check points;
 - (3) identification of competencies to be completed by the students; and
 - (4) provisions for program design changes at selected intervals in the program. The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and to the state board.
- (f) An innovative-experimental program shall provide for continuing evaluation with definite provisions for performance criteria and for follow-up, at specified intervals. The evaluation plan shall include definition and specification of the kinds of evidence that will be gathered and reported. The evaluation shall provide information to identify areas in the programs that need strengthening and to suggest new directions for program development. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1987.)*

TEACHING STANDARDS

91-1-83. Aerospace education.

- (a) Each applicant for an aerospace education endorsement shall have completed a state-approved program in aerospace education and shall be recommended by a teacher education institution. The aerospace endorsement shall be granted only for the secondary level.
- (b) Approved programs shall require students to complete a course of study allowing the students to acquire:
 - (1) Knowledge of aerospace, aeronautics and air transportation. The course of study shall allow students to acquire the ability to:
 - (A) Explain the methods and concepts of aerospace, aeronautics and air transportation; and
 - (B) identify contributions leading to present day technology and trends in aviation.
 - (2) Knowledge of meteorology and astronomy. The course of study shall allow students to acquire the ability to:
 - (A) Identify and apply the concepts of world weather patterns, storms and forecasting as related to aviation and aerospace; and
 - (B) describe the principles of astronomy and the manner in which astronomy relates to aviation and aerospace.
 - (3) Knowledge of aviation education. The course of study shall allow students to acquire the ability to:
 - (A) Develop and evaluate curriculum for aviation education; and
 - (B) develop and demonstrate the use of teaching materials, resources and techniques for aviation education. (*Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1986; amended May 1, 1987.*)

91-1-84a. Art.

- (a) Each applicant for an art endorsement at the elementary, secondary or K-12 level of instruction shall have successfully completed a state approved art program and shall be recommended by a teacher education institution.
- (b) Approved art programs shall enable students to:
 - (1) Demonstrate skill in producing art, using media in both two and three dimensions, by:
 - (A) Demonstrating drawing skills using a variety of tools and materials;
 - (B) demonstrating ability to paint using a variety of techniques;
 - (C) demonstrating ability to produce prints using a variety of techniques such as planographic, intaglio, stencil and relief printing techniques;
 - (D) demonstrating ability to construct clay pieces using both hand and wheel thrown techniques;
 - (E) demonstrating ability to use a variety of metals in both forming and casting techniques for jewelry;
 - (F) demonstrating ability to use a variety of materials to create sculpture utilizing the five processes; carving, casting, construction, modeling, and assemblage;
 - (G) demonstrating ability to use fibers in both weaving and knotting techniques as well as applied design such as stitchery;
 - (H) demonstrating the use of film or photography as art media;
 - (I) demonstrating proficiency in at least one studio area;
 - (J) demonstrating awareness of contemporary art media and techniques; and
 - (K) demonstrating the use of flexible and original, or creative, solutions to visual problems in various media.
 - (2) Demonstrate a working knowledge of the elements and principles of the visual arts by:
 - (A) Defining and describing the elements and principles of art and how they were used historically as well as in contemporary art;
 - (B) demonstrating application of the elements and principles of art in a variety of two and three dimensional media;
 - (C) demonstrating an understanding of color theory, pigment, and light;
 - (D) demonstrating an understanding of the expressive possibilities of the elements of art;
 - (E) demonstrating a knowledge of compositional devices used in art; and



- (F) demonstrating ability to apply specific strategies which generate unique solutions to problems of visual organization.
- (3) Demonstrate knowledge of art history and art appreciation by:
- (A) Integrating knowledge of Western art history with the other arts such as literature, drama and dance;
 - (B) demonstrating awareness of the visual arts in past and contemporary cultures throughout the world; and
 - (C) demonstrating an appreciation of a variety of art forms.
- (4) Demonstrate an understanding of the developmental characteristics of students art by:
- (A) Identifying and describing the broad developmental levels of student's art;
 - (B) identifying art media and methods that are appropriate for the developmental and emotional levels of students;
 - (C) demonstrating skill in using teaching techniques appropriate for students at each of the developmental levels;
 - (D) demonstrating an understanding of creativity as it applies to the teaching of art; and
 - (E) demonstrating skill in adjusting art media and techniques to the specific needs of gifted and handicapped students.
- (5) Demonstrate ability to analyze and evaluate the art processes and products by:
- (A) Describing a variety of criteria such as formal elements and principles, individual expression and technical skills used in the evaluation of art;
 - (B) critically describing, analyzing and evaluating art; and
 - (C) demonstrating the ability to write and assess instructional objectives, expressive objectives, and goals at various levels of curriculum development for art education.
- (6) Demonstrate knowledge of general art education abilities by:
- (A) Identifying and using various approaches to art instruction such as individual, small group and group methods;
 - (B) expressing a clear philosophy of art education;
 - (C) demonstrating, in classroom practices and curriculum, familiarity with current trends in art education;
 - (D) demonstrating ability to present art lessons in a classroom context;
 - (E) demonstrating skill in writing art curricula and lesson plans for all individually certified levels;
 - (F) demonstrating knowledge of various art resources which include community resources and hard and soft media such as films, books, and magazines;
 - (G) demonstrating awareness of current research in art education;
 - (H) demonstrating knowledge of the history of art education and its relationship to the school and community; and
 - (I) demonstrating teaching strategies designed to elicit creative behaviors.
- (7) Demonstrate knowledge of the use and operation of art materials and equipment
- (A) Demonstrating an understanding of health hazards of using art materials in the classroom;
 - (B) demonstrating knowledge of the operation of major pieces of art equipment; and
 - (C) demonstrating knowledge of safety standards for the operation of equipment in the classroom such as buffing wheels, casting machines, and spray equipment.
- (8) Understand state and local governmental processes as they apply to art education by:
- (A) Demonstrating knowledge of professional art organizations at the local, state, and national levels that are art advocates;
 - (B) developing strategies to promote the art education program; and
 - (C) identifying significant issues facing art education and selecting or developing creative problem solving strategies which resolve these in group and individual settings.
- (c) This regulation shall take effect on and after May 1, 1986. *(Authorized by, and implementing, Kans. Const. Art. 6, Sect. 2(a); effective May 1, 1984.)*

91-1-85. Bilingual-multicultural education.

- (a) Each applicant for a bilingual-multicultural education endorsement shall:
 - (1) hold a valid teaching certificate;
 - (2) have completed a state-approved bilingual-multicultural education program; and
 - (3) be recommended by a teacher education institution.
- (b) Provisional endorsement.
 - (1) An applicant shall be issued an initial two-year provisional bilingual-multicultural education endorsement if the applicant:
 - (A) has on file at a teacher education institution, a deficiency plan to complete a state-approved bilingual-multicultural education program; and
 - (B) has submitted a statement, from the teacher education institution at which the deficiency plan is filed, verifying that the applicant has completed a minimum of 12 semester hours in a state-approved bilingual-multicultural education program.
 - (2) A provisional endorsement issued under paragraph (1) of this subsection may be renewed once for an additional two-year period if the applicant submits:
 - (A) an application for renewal; and
 - (B) a statement, from the teacher education institution at which the deficiency plan is filed, verifying that progress has been made toward completion of the state-approved program.
- (c) A state-approved bilingual-multicultural education program shall consist of a course of study allowing the students to demonstrate:
 - (1) knowledge of the history and cultural patterns of the United States and the history and culture related to the candidate's second language;
 - (2) the ability to adapt existing materials to the needs of the bilingual-multicultural program;
 - (3) knowledge of linguistics, including the differences between the language systems, sound systems, forms and structures of the second language and English and the ability to apply this knowledge to a bilingual-multicultural teaching situation;
 - (4) the ability to relate successfully to students, parents, and community members of the appropriate cultural group;
 - (5) knowledge of teaching methods and diagnostic and prescriptive activities which are appropriate for bilingual-multicultural teaching;
 - (6) knowledge of the history and philosophy of bilingualism and of bilingual and multicultural education;
 - (7) the ability to utilize continuous language and content assessment as part of the learning process and to recognize potential linguistic and cultural biases of existing assessment instruments and procedures; and
 - (8) the ability to utilize English and the second language in all basic subject matter content and the field or fields of specialization. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended July 1, 1989; amended August 15, 1994.)*

91-1-86. Business education.

A program shall provide for:

- (a) The study of economics, business organization, philosophy and objectives of vocational education, and occupational technology;
- (b) The study of, and experience in, areas which develop the following competencies:
 - (1) Planning, organizing, and administering a program including work experiences;
 - (2) Developing and understanding concepts of automated data processing;
 - (3) Planning for laboratory facilities and equipment;
 - (4) Developing knowledge of job requirements and opportunities in business and allied fields;
 - (5) Developing the ability to operate and maintain the more common types of office equipment; and
 - (6) Planning, organizing, and advising a student organization in business;
- (c) The study of meaningful survey activities, such as surveys of business offices and follow-up studies of secondary school graduates to enable teachers to offer current job-related information to their students;
- (d) An occupational experience in one or more businesses and other occupations;

- (e) The study of and experience in teaching disadvantaged and handicapped persons;
- (f) The study of career opportunities in business and office occupations; and
- (g) An in-depth study of one or more of the following clusters:
 - (1) Business Education - Accounting/Bookkeeping - Data Processing Occupations, including:
 - (A) The theories and skills of accounting/bookkeeping;
 - (B) The art and techniques involved in recording, analyzing, classifying, and interpreting data;
 - (C) Analyzing complicated business problems, programming them, and interpreting the results;
 - (D) Systems analysis;
 - (E) The basic concepts of computer logic, programming, and storage; and
 - (F) The relationships of various procedures to job opportunities in the business world;
 - (2) Business Education - Clerical Office Occupations, including:
 - (A) Typewriting and related office skills;
 - (B) Office procedures and relationships of various procedures to job opportunities in a business world;
 - (C) The theories and skills of accounting; and
 - (D) The art and techniques involved in recording, analyzing, classifying, and interpreting data;
 - (3) Business Education - Secretarial Occupations, including:
 - (A) Basic secretarial and related office skills;
 - (B) Secretarial procedures and relationships of various procedures to job opportunities in the business world; and
 - (C) Accounting theories and skills. *(Authorized by and implementing Kansas Constitution, Article 6, Section 2(a); effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-148a. Computer studies.

- (a) Each applicant for a computer studies endorsement at the middle or secondary level shall have successfully completed a state-approved program and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to:
 - (1) Acquire the ability to recognize that the computer is an integral part of today's society. The course of study shall allow students to acquire:
 - (A) the ability to identify the role of the computer in the total society, including its uses and misuses, and the economic, sociological and psychological impact of this technology;
 - (B) knowledge of where and the manner in which the computer is used in today's society, including its use in governmental agencies, health services and education;
 - (C) recognition of the implications of mass data banks in relation to individual rights; and
 - (D) recognition of the implications of nationally accessible computer networks.
 - (2) Acquire an awareness of the historical development and the future impact of the computer. The course of study shall allow students to acquire:
 - (A) the ability to identify the significant events that outline the historical developments in computer technology;
 - (B) recognition of state of the art technology and its use; and
 - (C) the ability to identify future trends and directions of computer technology and applications.
 - (3) Acquire an understanding of the basic concepts of hardware and software in relation to the use of the computer. The course of study shall allow students to acquire:
 - (A) the ability to identify the basic components of a computer system, including input/output, central processing unit and storage components;
 - (B) the ability to identify specific devices in a computer system and describe their function;
 - (C) recognition of software types such as operating systems, compilers, interpreters, applications and utilities;
 - (D) the ability to identify the role of commercial software and user-developed software and to list advantages-disadvantages of both;
 - (E) the ability to document software and computer operations; and
 - (F) the ability to identify the roles of centralized and distributed processing.



- (4) Acquire the ability to identify and solve problems in a logical manner with the computer. The course of study shall allow students to acquire the ability to:
 - (A) use techniques for visualizing logical steps in problem solving, including flow diagrams and decision tables; and
 - (B) design problem-solving logic for others to follow.
- (5) Acquire the ability to recognize the role of the computer in the organization, entry, storage and retrieval of information. The course of study shall allow students to acquire the ability to:
 - (A) identify the numbering systems utilized by computers;
 - (B) identify the manner in which characters are structured in machine-readable form and main memory;
 - (C) identify the different character representation codes, such as ASCII American Standards Code for Information Interchange, BCD - Binary Code Decimal and EBCDIC - Extended Binary Coded Decimal Interchange Code;
 - (D) understand data entry techniques;
 - (E) understand data files and data base concepts;
 - (F) identify different file access methods; and
 - (G) understand networking.
- (6) Acquire competency in a programming language at a level which would allow the design and development of code that could be successfully executed on a computer system. The course of study shall allow students to acquire the ability to:
 - (A) identify various programming languages in common use;
 - (B) write code for various types of applications or problem-solving programs;
 - (C) identify and exhibit debugging and trace techniques in program development;
 - (D) identify and exhibit valid testing procedures in program development;
 - (E) display the ability to implement completed programs; and
 - (F) identify the role of the user in program development.
- (7) Acquire an awareness of career opportunities that incorporate the use of computer technology. The course of study shall allow students to acquire the ability to:
 - (A) identify career paths in the areas of business data processing and computer science; and
 - (B) describe the manner in which computer technology impacts other areas of employment.
- (8) Acquire an awareness of the computer for personal and home use. The course of study shall allow students to acquire:
 - (A) the ability to identify personal uses of a home computer;
 - (B) knowledge of software and hardware for personal use; and
 - (C) knowledge of factors to be considered in the evaluation and acquisition of a computer for home use. *(Authorized by, and implementing, Kansas Constitution Article 6, Section 2(a); effective May 1, 1985; amended (temporary) June 12, 1985; (permanent) May 1, 1986.)*

91-1-88. Driver education.

- (a) The candidate for the driver education endorsement shall hold a valid certificate endorsed in another subject or field.
- (b) A program shall provide for:
 - (1) Study of the theory of driving and experience in behind-the-wheel situations under adequate professional supervision;
 - (2) The study of administrative procedures, practices, and policies required for organizing and operating an approved driver education program;
 - (3) The study of current trends, materials, and innovative methods in driver education; and
 - (4) The study of safety and the means to provide students with positive attitudes toward safe driving as well as with the required skills for safe driving. *(Authorized by and implementing Kansas Constitution, Article 6, Section 2(a); effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-31. Early childhood endorsement.

- (a) Any early childhood endorsement shall be valid in preschool programs offered by unified school districts or approved by state agencies other than the state board. Student teaching experience obtained in a child care center shall be accepted as fulfilling the student teaching requirement. The cooperating teacher shall hold a certificate that is valid at the early childhood level and issued by the state board. Each early childhood endorsement shall be valid for three years.
- (b) Renewal requirements.
 - (1) Early childhood endorsements shall be renewed pursuant to S.B.R. 91-1-30(b) or S.B.R. 91-1-146(d).
 - (2) Accredited experience obtained in a child care center approved by a state agency other than the state board shall be accepted in fulfilling the experience requirement. *(Authorized by, and implementing Kans. Const. Art. 6; Sect. 2; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1984.)*

91-1-89. Early childhood education.

The program shall provide for:

- (a) The study of the growth and development of a child from birth to age eight (8) in physical, social, emotional, and cognitive areas for the purpose of:
 - (1) identifying typical and atypical behaviors;
 - (2) Prescribing and planning programs and activities; and
 - (3) Evaluating, monitoring, and reporting progress;
- (b) The study of and experience in those areas necessary to help children develop:
 - (1) Positive self-concepts;
 - (2) Favorable attitudes toward school and learning;
 - (3) Concepts fundamental to academic success;
 - (4) Initial skills in the basic processes of inquiring, observing, generalizing, experimenting, discovering, classifying, verifying, and quantifying;
 - (5) Skills in verbal and non-verbal communication; in the cognitive, affective, and psychomotor areas; in reading readiness; and in developmental reading;
 - (6) Knowledge and understanding of the physical and natural world;
 - (7) Appreciation of the aesthetic world;
 - (8) Physical skill, motor coordination, and knowledge of sound health and safety practices;
 - (9) Emotional control and the beginning of self-discipline and self-direction; and
 - (10) Social competency and understanding;
- (c) The study of administering and organizing early childhood programs and supervising volunteer assistants, paraprofessionals, and other resource persons;
- (d) Experiences for working in a wide variety of early childhood programs, physical settings, and with parents. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-90. Elementary.

Each elementary education program shall provide for:

- (a) The study of human development and the social, emotional, physical, and health needs of children;
- (b) The study of the sociological and behavioral sciences, with emphasis on the relation of children to their environment;
- (c) The study of teaching methods and the use of materials to teach pupils the skills of reading, writing, speaking, and listening;
- (d) A supervised practicum in the teaching of reading;
- (e) The study of the subject areas normally found in an elementary school curriculum including art, health, mathematics, music, physical education, science, and social studies;
- (f) The study of the use of methods, materials, and technology to teach skills in the subject areas normally found in an elementary school curriculum;
- (g) The study of literature appropriate for children in the elementary grades;

- (h) The study of and experiences in teaching techniques in individualized instruction, team teaching, and various methods of grouping within a self-contained classroom;
- (i) The study of and experiences in identifying, teaching, or referral of children with special needs; and
- (j) The study of and experiences in the skills required to work with parents and other adults. *(Authorized by, and implementing, Kans. Const. Art. 6, Sect. 2; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1984.)*

91-1-91. English.

- (a) Each applicant for endorsement in English at the secondary level shall have successfully completed a state-approved English program and shall be recommended by a teacher education institution.
- (b) Approved programs shall enable students to:
 - (1) Demonstrate knowledge of the acquisition and development of language, of the history of the English language, of traditional and modern theories of rhetoric, and knowledge of more than one English grammar;
 - (2) demonstrate knowledge of the role of language in society, including the matters of dialect, semantics, media, and nonverbal communication; and demonstrate knowledge of the functions of language in representing experience, communicating with and influencing others, and in shaping feelings and ideas;
 - (3) demonstrate knowledge of the process of composing written and spoken discourse, including the relationships among reading, writing and speaking;
 - (4) demonstrate knowledge of the works of major English and American writers and the works of representative writers in world literature, including contemporary literature, and demonstrate knowledge of young adult literature and the literature of minority groups; and
 - (5) demonstrate knowledge of approaches to literary analysis, both classical and contemporary. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1986.)*

91-1-91a. Middle-level English.

- (a) Each applicant for an English endorsement at the middle level shall have successfully completed a state-approved middle-level English program and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to acquire:
 - (1) An understanding of the structure and history of the English language.
 - (2) Competence in speaking, reading, and writing skills.
 - (3) An understanding of the basic structural and semantic attributes of written and oral communications.
 - (4) An understanding of the social and regional variations in language.
 - (5) A knowledge of the nature of nonprint and nonverbal expression and their relationship to verbal expression.
 - (6) An understanding of language development in individuals. The program shall allow the student to acquire a knowledge of:
 - (A) the processes through which individuals acquire, understand, and use their language; and
 - (B) the characteristics of oral and written language in the developing child and adolescent.
 - (7) A knowledge of adolescent literature and a representative body of English and American literature.
 - (8) An understanding of the various ways language is used in social, aesthetic, and other applied settings.
- (c) Prior to May 1, 1987, any institution may request that its middle-level English program be approved by the state board under the provisions of this regulation.
- (d) On and after May 1, 1987, any institution desiring to have an approved middle level English program shall meet the requirements of this regulation. *(Authorized by and implementing Kansas Constitution, Article 6, Section 2(a); effective May 1, 1985; amended June 11, 1986.)*

91-1-92. English as a second language.

- (a) Each applicant for an English as a second language endorsement shall have completed a state-approved English as a second language program and be recommended by a teacher education institution.
- (b) Provisional endorsement.
 - (1) An applicant shall be issued an initial two-year provisional English as a second language endorsement if the applicant:
 - (A) has on file at a teacher education institution, a deficiency plan to complete a state-approved English as a second language program; and
 - (B) has submitted a statement, from the teacher education institution at which the deficiency plan is filed, verifying that the applicant has completed a minimum of 12 semester hours in a state-approved English as a second language program.
 - (2) A provisional endorsement issued under paragraph (1) of this subsection may be renewed for one additional two-year period, if the applicant submits:
 - (A) an application for renewal; and
 - (B) a statement, from the teacher education institution at which the deficiency plan is filed, verifying that progress has been made toward completing the state-approved program.
- (c) A state-approved English as a second language program shall consist of a course of study allowing the students to demonstrate:
 - (1) knowledge of general linguistics and applied linguistics so that the prospective teacher can apply to language teaching an understanding of the differences in the sound systems, forms, structures, and lexicon of English and other languages;
 - (2) knowledge of language as an essential element of culture and the principal ways in which the culture of the United States differs from other cultures;
 - (3) knowledge of the process of language acquisition and development;
 - (4) knowledge of present-day objectives of the teaching of English as a second language and of the methods and techniques for attaining these objectives;
 - (5) knowledge of specialized techniques and the ability to evaluate the effectiveness of teaching materials, procedures, and curricula, as well as the professional literature regarding teaching English as a second language;
 - (6) knowledge of the principles of language assessment and the ability to apply the techniques of second language assessment and to interpret the results; and
 - (7) a proficiency in spoken and written English at a level commensurate with the role of language model. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended July 1, 1989; amended August 15, 1994.)*

91-1-101a. Middle-level foreign language.

- (a) Each applicant for a foreign language endorsement at the middle level shall have successfully completed a state-approved middle-level foreign language program and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to:
 - (1) Acquire basic reading, writing, and speaking skills of the language including:
 - (A) Ability to read prose and verse of average difficulty;
 - (B) knowledge of the grammatical structure and phonology of the language;
 - (C) ability to write a composition with correct vocabulary and syntax;
 - (D) ability to produce correct pronunciation; and
 - (E) ability to understand basic oral communication.
 - (2) Recognize the relationship between language and culture, including:
 - (A) An understanding of the geography, history, arts, and social customs of the country or countries in which the language is spoken; and
 - (B) a recognition of the manner in which foreign cultures differ from our own.
 - (3) Recognize differences in sound systems, forms, idioms, and structures between English and the foreign language.
- (c) Prior to May 1, 1987, any institution may request that its middle-level foreign language program be approved by the state board under the provisions of this regulation.



- (d) On or after May 1, 1987, any institution desiring to have an approved middle level foreign language program shall meet the requirements of this regulation. *(Authorized by and implementing Kansas Constitution, Article 6, Section 2(a); effective May 1, 1985; amended June 11, 1986.)*

91-1-101b. Foreign or classical language.

- (a) A state-approved foreign language program shall consist of a course of study requiring each student to demonstrate:
- (1) The ability to be conversant in the foreign language, and to command vocabulary, syntax and pronunciation sufficient to express thoughts clearly and effectively;
 - (2) an understanding of the foreign language when it is spoken;
 - (3) the ability to read and comprehend the foreign language when included in text of moderate difficulty and mature content;
 - (4) the ability to write in the foreign language, using clear and correct vocabulary, idioms, and syntax;
 - (5) knowledge of the sound systems and structures of the foreign language and English, and the ability to apply this knowledge to foreign language teaching;
 - (6) an understanding that language is an essential element of culture and knowledge of the principal ways in which the foreign culture differs from our own;
 - (7) knowledge of the literary masterpieces, geography, history, art and social customs of the countries where the language is spoken;
 - (8) knowledge of the present-day objectives of foreign language teaching as communication, and the methods and techniques for attaining these objectives;
 - (9) knowledge of, and the ability to use specialized techniques in instructing foreign language;
 - (10) knowledge of the relationship of foreign language study to other areas of the curriculum; and
 - (11) the ability to evaluate professional literature and to apply research findings to foreign language teaching.
- (b) A state-approved classical language program shall consist of a course of study allowing each student to complete a program which meets the requirements of subsection (a)(2) through (11) with the emphasis on appreciation of the language and gaining control of its sounds, structure, and vocabulary rather than on conversational objectives. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective June 1, 1988; amended September 2, 1991.)*

91-1-102a. Health.

- (a) Each applicant for a health education endorsement shall have successfully completed a state-approved health education program and shall be recommended by a teacher education institution.
- (b) A state-approved program in health education shall consist of a course of study requiring each student to demonstrate knowledge of:
- (1) The aims and objectives of health education in the schools;
 - (2) human physiology and anatomy, basic body chemistry, microbiology, genetics, and ecology;
 - (3) the behavioral and social sciences pertinent to the study of health;
 - (4) personal health and physical fitness;
 - (5) community and environmental health, including sanitation and pollution;
 - (6) nutrition, including weight control, food fads, and diet supplements;
 - (7) emotional and mental health;
 - (8) the physical, social, and emotional health hazards of drugs, alcohol, and tobacco;
 - (9) the physical and emotional aspects of sex;
 - (10) communicable diseases (including venereal disease), body defenses, and immunization programs;
 - (11) common physical and mental and degenerative diseases;
 - (12) consumer health, including the evaluation of advertising for the selection of health products and professional services;
 - (13) first aid and emergency care;
 - (14) safety in outdoor, water, home, industrial, and traffic settings;
 - (15) a variety of methods and modalities for teaching human sexuality, including information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS); and
 - (16) the rights and responsibilities of the individual as they relate to family systems and parenthood.



- (c) Each program shall provide experience in developing, promoting, and implementing a school health environment and cooperative relationships with voluntary, community, and other health agencies.
- (d) Prior to July 1, 1994, any institution may request that its health education program be approved by the state board under the provisions of this regulation.
- (e) On and after July 1, 1994, any institution desiring to have an approved health education program shall meet the requirements of this regulation. *(Authorized by and implementing Kansas Constitution, Article 6, Section 2(a); effective June 1, 1993; amended April 25, 1994.)*

91-1-104b. Home economics (non-vocational).

- (a) Each applicant for a home economics endorsement shall have successfully completed a state-approved home economics program and be recommended by a teacher education institution.
- (b) A state-approved program in home economics shall consist of a course of study requiring each student to demonstrate knowledge of:
 - (1) The developmental processes of children and creating and maintaining an environment in which children and families develop and interact as individuals and family members;
 - (2) a multiplicity of factors involved in clothing and textiles which satisfy the needs of persons and families;
 - (3) the importance of making value judgments and decisions about shelter needs, furnishings, and equipment for individuals and families;
 - (4) the appropriate selection, planning, preparation and serving of foods according to nutritional needs of various individuals, families, and groups;
 - (5) the proper management of individual and family resources to achieve individual and family goals at the various stages of the life cycle;
 - (6) the maintenance of appropriate human relations in planning, developing, teaching, supervising, and evaluating programs in occupational home economics;
 - (7) a variety of methods and modalities for teaching human sexuality, including information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS); and
 - (8) the rights and responsibilities of the individual as they relate to family systems and parenthood.
- (c) Prior to July 1, 1994, any institution may request that its home economics program be approved by the state board under the provisions of this regulation.
- (d) On and after July 1, 1994, any institution desiring to have an approved home economics program shall meet the requirements of this regulation. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution, Article 6, Section 2(a); effective June 1, 1993; amended April 25, 1994.)*

91-1-104c. Middle-level home economics.

- (a) Each applicant for a home economics endorsement at the middle level shall have successfully completed a state-approved middle-level home economics program and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study requiring the students to demonstrate:
 - (1) Knowledge of the multidisciplinary approach of home economics. The course of study shall require students to demonstrate the ability to:
 - (A) Identify the comprehensive scope of home economics;
 - (B) analyze the contribution of each area of home economics to personal and family life; and
 - (C) identify occupational opportunities in the field;
 - (2) knowledge of the family unit. The course of study shall require students to demonstrate:
 - (A) Knowledge of the development, care, and guidance of a child from infancy through preschool;
 - (B) the ability to analyze factors which influence positive self-concept and successful interpersonal relations; and
 - (C) the ability to relate development of self-concept to peer and family relationships throughout the life cycle;
 - (3) knowledge of home economics content. The course of study shall require students to demonstrate the ability to:

- (A) Identify and apply the principles of the decision-making process to personal, family, consumer, and resource management;
- (B) evaluate consumer issues as they relate to the individual, family, and the community;
- (C) recognize the effect of housing and space needs on individuals and families;
- (D) identify and apply methods and techniques of clothing selection, care and construction that are timely and energy efficient;
- (E) understand the principles of nutrition, food selection and preparation;
- (F) identify the relationship of grooming practices to personal health and appearance; and
- (G) identify safety procedures in the management of home and family life;
- (4) knowledge of home economics education. The course of study shall require students to demonstrate the ability to:
 - (A) Develop and evaluate curriculum appropriate for middle-level home economics; and
 - (B) develop and demonstrate the use of teaching materials, resources and techniques appropriate for middle-level home economics; and
- (5) knowledge of human sexuality and sexually transmitted diseases, including AIDS. The course of study shall require students to demonstrate knowledge of:
 - (A) A variety of methods and modalities for teaching human sexuality; and
 - (B) the rights and responsibilities of the individual as they relate to family systems and parenthood.
- (c) Prior to July 1, 1994, any institution may request that its middle-level home economics program be approved under the provisions of this regulation.
- (d) On and after July 1, 1994, any institution desiring to have an approved middle-level home economics program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective June 1, 1993; amended April 25, 1994.)*

91-1-106. Industrial arts.

A program shall provide for:

- (a) The study of general industrial arts with unit courses in specific subjects within the area;
- (b) The study of the philosophy, principles, and methods of industrial arts in schools at the elementary, secondary, and adult levels. The program shall also provide study of the role of industrial arts in relation to vocational education, technical, trade and industrial education, and other components of the general school program;
- (c) The study of the historical development of technology and its present and future impact on man and society;
- (d) The study of, and experience in, the industrial arts areas of communications, construction, manufacturing, and transportation of power, and a major emphasis in one of the general areas;
- (e) The study of communicating ideas through the language of engineering drawing and drawing standards;
- (f) The study of the technology involved in the industrial uses of energy, including its theory, applications, and control;
- (g) Experiences involving tools, materials, and processes used in visual communications (graphic arts, photography, engineering drawing, and printing);
- (h) The study of the technological achievements concerned with the organization of the industrial enterprise and with the processes used in manufacturing articles for mass consumption;
- (i) The study of products derived from processing including ceramics, metals, plastics, fibers, woods, and synthetics;
- (j) The study of the technology of power, its sources, generation and transmission, and the use of powered devices and vehicles;
- (k) Experiences in designing and conducting learning activities relating to the many aspects of the construction industry;
- (l) Actual experience in basic construction skills;
- (m) Experience in designing, constructing, and testing individual projects using tools and materials similar to those used by industry;
- (n) The study of science and mathematics including metrics;

- (o) Study in the management of industrial arts programs, including budget practices, shop organization, tool maintenance, materials acquisition, recordkeeping, facility planning, and safety;
- (p) The study of the benefits of and procedures for conducting activities of industrial arts student organizations; and
- (q) The study of industrial oriented career opportunities. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-106a. General industrial technology education.

- (a) A state-approved general industrial technology education program shall consist of a course of study allowing each student to acquire knowledge of:
 - (1) The historical development and the philosophies of industrial technology;
 - (2) professional management and organizational techniques in industrial technology programs, including an understanding of:
 - (A) management techniques used in industrial technology;
 - (B) components involved in the development of an effective safety program for industry;
 - (C) industrial administrative procedures; and
 - (D) interpersonal skills.
 - (3) power and energy technology, production technology and visual communications technology, including knowledge of:
 - (A) safety procedures;
 - (B) career opportunities;
 - (C) processes and materials;
 - (D) the operation of tools and machines;
 - (E) concepts, principles, and development of industrial technology;
 - (F) power and energy sources;
 - (G) principles and proper operation of combustion engines;
 - (H) fluid power systems;
 - (I) the operation of electrical and electronic devices;
 - (J) the types of alternate energies;
 - (K) the broad categories and properties of industrial materials and their characteristics and basic nature;
 - (L) evaluation of the materials and processes used in the fabrication of industrial products;
 - (M) the integration of conceptual knowledge of materials and processes with the practical ability to process materials;
 - (N) the development of visual communications technology and the relationships between engineering, drawing, graphic arts and photography;
 - (O) the application of philosophical and ethical aspects of visual communications in the development of curriculum;
 - (P) the ability to safely utilize processes of image generation for visual communications products;
 - (Q) the production of visual communication products and processes;
 - (R) the utilization of visual communication processes in fabricating hard copy; and
 - (S) the effect of changing chemistry and exposure of filtration on various processes.
- (b) Prior to July 1, 1992, any institution may request that its general industrial technology education program be approved under the provisions of this regulation.
- (c) On and after July 1, 1992, any institution desiring to have an approved general industrial technology education program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-106b. Middle-level industrial technology education.

A state-approved middle-level industrial technology education program shall consist of a course of study allowing each student to complete the requirements of S.B.R. 91-1-106a (a)(1), (2), and (3). *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*



91-1-106c. Auto mechanics.

- (a) A state-approved auto mechanics program shall consist of a course of study allowing each student to complete the requirements of S.B.R. 91-1-106a and demonstrate knowledge of automotive:
 - (1) Engine parts theory and nomenclature;
 - (2) methods and procedures for power plant service;
 - (3) power train and related service procedures;
 - (4) braking systems and related service procedures;
 - (5) suspension systems and functions; and
 - (6) malfunctions and related service procedures.
- (b) Prior to July 1, 1992, any institution desiring to have an approved auto mechanics program may request that its auto mechanics program be approved under the provisions of this regulation.
- (c) On and after July 1, 1992, any institution desiring to have an approved auto mechanics program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-106d. Electricity/electronics.

- (a) A state-approved electricity/electronics program shall consist of a course of study allowing each student to complete the requirements of S.B.R. 91-1-106a and demonstrate knowledge of:
 - (1) Electrical and electronic theory to sources and circuitry;
 - (2) electrical and electronic symbols and standards;
 - (3) electrical distribution and control systems;
 - (4) the use of appropriate electrical and electronic test equipment;
 - (5) the operation of electronic communication systems; and
 - (6) electronic components and their function.
- (b) Prior to July 1, 1992, any institution may request that its electricity/electronics program be approved under the provisions of this regulation.
- (c) On and after July 1, 1992, any institution desiring to have an approved electricity/electronics program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-106e. Power and energy technology.

A state-approved program in power and energy technology shall consist of course of study allowing each student to complete the requirements of S.B.R. 91-1-106a, 91-1-106c and 91-1-106d. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-106f. Plastics.

- (a) A state-approved plastics program shall consist of a course of study allowing each student to complete the requirements of S.B.R. 91-1-106a and demonstrate:
 - (1) Knowledge of the processes utilized by plastics manufacturing and construction companies;
 - (2) knowledge of the common plastic materials and their processing;
 - (3) knowledge of the organization and operation of plastics manufacturing and construction companies;
 - (4) knowledge of the process of plastic product development;
 - (5) the ability to evaluate and use the processes employed by the plastics industries in manufacturing a finished product; and
 - (6) the ability to evaluate and utilize the materials common to plastics-related industries.
- (b) Prior to July 1, 1992, any institution may request that its plastics program be approved under the provisions of this regulation.
- (c) On and after July 1, 1992, any institution desiring to have a state approved plastics program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective June 1, 1993.)*

91-1-106g. Woods.

- (a) A state-approved woods program shall consist of a course of study allowing each student to complete the requirements of S.B.R. 91-1-106a and demonstrate:
 - (1) Knowledge of the processes utilized by wood manufacturing and construction companies;
 - (2) knowledge of common wood materials and their processing;
 - (3) knowledge of the organization and operation of wood manufacturing and construction companies;
 - (4) knowledge of the process of wood product development;
 - (5) the ability to evaluate and use the processes employed by the woods industries in manufacturing a finished product; and
 - (6) the ability to evaluate and utilize the materials common to woods-related industries.
- (b) Prior to July 1, 1992, any institution may request that its woods program be approved under the provisions of this regulation.
- (c) On and after July 1, 1992, any institution desiring to have a state approved woods program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-106h. Metals.

- (a) A state-approved metals program shall consist of a course of study allowing each student to complete the requirements of S.B.R. 91-1-106a and demonstrate:
 - (1) Knowledge of the processes utilized by metals manufacturing and construction companies;
 - (2) knowledge of common metal materials and their processing;
 - (3) knowledge of the organization and operation of metals manufacturing and construction companies;
 - (4) knowledge of the process of metal product development;
 - (5) the ability to evaluate and use the processes employed by the metals industries in manufacturing a finished product; and
 - (6) the ability to evaluate and utilize the materials common to metals-related industries.
- (b) Prior to July 1, 1992, any institution may request that its metals program be approved under the provisions of this regulation.
- (c) On and after July 1, 1992, any institution desiring to have a state approved metals program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-106i. Production technology.

A state-approved production technology program shall consist of a course of study allowing each student to complete the requirements of S.B.R. 91-1-106a, 91-1-106f, 91-1-106g, and 91-1-106h. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-106j. Drafting.

- (a) A state-approved drafting program shall consist of a course of study allowing each student to complete the requirements of S.B.R. 91-1-106a and demonstrate:
 - (1) Knowledge of projection systems in drawing and design;
 - (2) knowledge of the American National Standard Institute;
 - (3) the ability to use graphic language as a tool for visual communications; and
 - (4) the ability to use computer systems in drafting.
- (b) Prior to July 1, 1992, any institution may request that its drafting program be approved under the provisions of this regulation.
- (c) On and after July 1, 1992, any institution desiring to have an approved drafting program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-106k. Graphic arts.

- (a) A state-approved program in graphic arts shall consist of a course of study allowing each student to complete the requirements of S.B.R. 91-1-106a and demonstrate:
 - (1) Knowledge of image transfer systems;
 - (2) knowledge of visual communications and the ability to select and use reproduction processes; and
 - (3) the ability to use computer systems in graphic arts.
- (b) Prior to July 1, 1992, any institution may request that its graphic arts program be approved under the provisions of this regulation.
- (c) On and after July 1, 1992, any institution desiring to have an approved graphic arts program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-106l. Visual communications technology.

A state-approved visual communications technology program shall consist of course of study allowing each student to complete the requirements of 91-1-106a, 91-1-106j and 91-1-106k. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-106m. Comprehensive industrial technology education.

- (a) A state-approved comprehensive industrial technology education program shall consist of a course of study allowing each student to complete an interdisciplinary program incorporating the requirements in S.B.R. 91-1-106a, 91-1-106e, 91-1-106i and 91-1-106l.
- (b) Prior to July 1, 1992, any institution may request that its comprehensive industrial technology education program be approved under the provisions of this regulation.
- (c) On and after July 1, 1992, any institution desiring to have an approved comprehensive industrial technology education program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-108a. Mathematics.

- (a) Each applicant for a mathematics endorsement at the secondary level of instruction shall have successfully completed a state approved mathematics program and shall be recommended by a teacher education institution.
- (b) Approved programs shall enable students to:
 - (1) Demonstrate knowledge of differential and integral calculus of single- and multi-variable functions by:
 - (A) demonstrating ability to construct graphs of single- and multi-variable functions;
 - (B) demonstrating ability to identify the properties of single- and multi-variable functions, such as, intervals of increasing or decreasing value, points of discontinuity, asymptotes, domain, range and extreme;
 - (C) demonstrating ability to compute limits of functions;
 - (D) demonstrating ability to identify continuous and discontinuous functions;
 - (E) demonstrating ability to define the derivative and the indefinite and definite integral;
 - (F) demonstrating ability to evaluate derivatives and integrals of single- and multi-variable functions;
 - (G) demonstrating ability to apply the techniques of differentiation and integration to solve problems in the natural sciences, business and the social sciences; and
 - (H) demonstrating ability to present a geometrical interpretation of limits, continuity, the derivative and the integral;
 - (2) Demonstrate knowledge of computer programming and applications using a high level programming language by:
 - (A) demonstrating the ability to recognize the uses and limitations of computers;
 - (B) demonstrating ability to identify and explain the general function of the fundamental components of a computer system;
 - (C) demonstrating ability to design and code computer programs in a programming language;

- (D) demonstrating ability to design and select software for use in secondary mathematics education and integrate it into the mathematics curriculum;
- (3) Demonstrate knowledge of algebraic structures by:
- (A) demonstrating the ability to perform the vector operations of addition, dot product, scalar multiplication, and cross product;
 - (B) demonstrating ability to solve problems using vector concepts in the natural sciences, social sciences and business;
 - (C) demonstrating ability to perform the matrix operations of addition, multiplication and scalar multiplication;
 - (D) demonstrating ability to compute the inverse of a matrix;
 - (E) demonstrating ability to evaluate the determinant of a matrix;
 - (F) demonstrating ability to solve systems of linear equations using matrices;
 - (G) demonstrating ability to state the field properties of the real number system;
 - (H) demonstrating ability to use the field properties in proofs of theorems about real numbers;
 - (I) demonstrating ability to perform the functional operations of addition, subtraction, multiplication, division, composition, and inversion;
 - (J) demonstrating ability to illustrate the concepts of group, ring, field, and vector space with a variety of examples;
 - (K) demonstrating ability to illustrate results about the principal algebraic structures with a variety of examples; and
 - (L) demonstrating ability to illustrate the concepts of homomorphism, kernel, quotient construction and to state applications of these concepts;
- (4) Demonstrate knowledge of modern geometries by:
- (A) demonstrating ability to explain the role of axiomatics in developing a geometric system;
 - (B) demonstrating ability to identify the undefined terms, axioms, and major theorems of euclidean geometry; and
 - (C) demonstrating ability to identify various methods of proof construction and to construct proofs using logical reasoning;
 - (D) demonstrating ability to evaluate the validity of a proof;
 - (E) demonstrating ability to contrast the axioms of non-Euclidean geometries with euclidean geometry;
 - (F) demonstrating ability to compare selected theorems of a non-Euclidean geometry with the corresponding euclidean geometry theorems;
 - (G) demonstrating ability to illustrate transformational geometry; and
 - (H) demonstrating ability to use a finite geometry to illustrate the parts of an axiomatic system;
- (5) Demonstrate knowledge of probability and statistics by:
- (A) demonstrating ability to calculate the total number of possible outcomes of a random experiment by using counting techniques involving permutations and combinations;
 - (B) demonstrating ability to state the probability axioms and calculate the probabilities of simple and compound events;
 - (C) demonstrating ability to define and calculate conditional probabilities;
 - (D) demonstrating ability to draw graphs to represent a set of data;
 - (E) demonstrating ability to calculate the mean, mode, median, percentiles, standard deviation, and range to summarize a set of data;
 - (F) demonstrating ability to define the normal distribution and binomial distribution;
 - (G) demonstrating ability to use the sample mean to estimate the population mean; and
 - (H) demonstrating ability to discuss uses and abuses of statistics in various fields;
- (6) Demonstrate knowledge of modeling techniques in several areas of application by:
- (A) demonstrating the ability to set up an appropriate mathematical model which represents or describes a practical problem from the natural sciences, social sciences, business or technology; and
 - (B) demonstrating ability to solve the mathematical model and interpret the solution as it applies or relates to the practical problem;
- (7) Demonstrate knowledge of the historical development of mathematical ideas by:

- (A) demonstrating the ability to trace the historical development of specific mathematical topics;
- (B) demonstrating ability to identify the contribution to mathematics made by prominent mathematicians; and
- (C) demonstrating ability to identify the contributions of various cultures to the development of mathematical principles and philosophies;
- (8) Demonstrate knowledge of methods of teaching secondary mathematics by:
 - (A) demonstrating ability to organize and present mathematical ideas in various teaching styles;
 - (B) demonstrating ability to identify and construct evaluation instruments appropriate for assessing student learning of skills, concepts, facts, and problem solving;
 - (C) demonstrating ability to diagnose problem areas and prescribe remedial activities in mathematics for students at all levels of ability;
 - (D) demonstrating ability to identify instructional materials used in the teaching of mathematics;
 - (E) demonstrating ability to identify professional mathematics organizations and describe their contributions to the teaching of mathematics; and
 - (F) demonstrating ability to identify and apply current and emerging trends in secondary mathematics education.
- (c) This regulation shall take effect on and after May 1, 1986. *(Authorized by, and implementing, Kans. Const. Art. 6, Sect. 2(a); effective May 1, 1984.)*

91-1-108b. General mathematics.

- (a) Each applicant for a general mathematics endorsement at the secondary level shall have completed a state-approved program to teach general mathematics and the fundamentals of algebra and geometry and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to:
 - (1) Acquire knowledge of the structure of the real number system and its application. The course of study shall allow students to acquire the ability to:
 - (A) State and apply the field properties of the real number system;
 - (B) use the field properties in developing and justifying the algorithms and concepts of arithmetic and algebra;
 - (C) solve linear and quadratic equations, systems of linear equations and equations involving radicals;
 - (D) perform functional operations of addition, subtraction, multiplication, and division on polynomial functions with real coefficients;
 - (E) construct and interpret graphs of single-variable functions; and
 - (F) utilize matrices to organize and manipulate data.
 - (2) Acquire knowledge of geometric concepts. The course of study shall allow students to acquire the ability to:
 - (A) Apply informal geometric concepts to physical world experiences;
 - (B) solve problems using metric and non-metric properties;
 - (C) construct simple geometric figures;
 - (D) recognize and construct proofs involving mathematical concepts and principles;
 - (E) use the principles of transformational geometry;
 - (F) identify the undefined terms, definitions, assumptions and major theorems of Euclidean geometry; and
 - (G) describe the axiomatic approach to developing a geometric system.
 - (3) Acquire knowledge of probability and statistics. The course of study shall allow students to acquire the ability to:
 - (A) Calculate the total number of possible outcomes of a random experiment by using counting techniques involving permutations and combinations;
 - (B) state the probability axioms and calculate the probabilities of simple and compound events;
 - (C) define and calculate conditional probabilities;
 - (D) draw graphs such as histograms and frequency curves to represent a set of data;
 - (E) determine the normal distribution and binomial distribution;
 - (F) use the sample mean to estimate the population mean; and

- (G) identify uses and abuses of statistics in various fields.
- (4) Acquire computer programming techniques and applications. The course of study shall allow students to acquire the ability to:
- (A) Identify the uses and limitations of computers;
 - (B) identify and explain the general function of the fundamental components of a computer system;
 - (C) design and code computer programs in a high-level programming language; and
 - (D) design and select software for use in mathematics education and integrating it into the curriculum.
- (5) Acquire problem-solving techniques. The course of study shall allow students to acquire the ability to:
- (A) Design appropriate mathematical models which represent or describe practical problems from the natural sciences, social sciences, business, or technology;
 - (B) estimate, determine, and interpret solutions as they apply or relate to practical problems;
 - (C) use calculators and computers in problem-solving and in exploring and developing mathematical concepts; and
 - (D) apply the tools and techniques of measurement for the collection and analysis of data.
- (6) Acquire knowledge of the historical development of mathematical ideas. The course of study shall allow students to acquire the ability to:
- (A) Trace the historical development of mathematical topics appropriate for this level;
 - (B) identify the contribution to mathematics made by prominent mathematicians; and
 - (C) identify the contribution of various cultures to the development of mathematical principles and philosophies.
- (7) Acquire methods of teaching secondary mathematics. The course of study shall allow students to acquire the ability to:
- (A) Organize and present mathematical ideas in various teaching styles;
 - (B) identify and construct evaluation instruments appropriate to assessing student learning of skills, concepts, facts, and problem-solving;
 - (C) diagnose problem areas and prescribe remedial activities in mathematics for students at all levels of ability;
 - (D) identify instructional materials used in the teaching of mathematics;
 - (E) identify professional mathematics organizations and describe their contribution to the teaching of mathematics; and
 - (F) identify and apply current and emerging trends in secondary mathematics education.
- (c) Prior to May 1, 1987, any institution may request that its general mathematics program be approved by the state board under the provisions of this regulation.
- (d) On and after May 1, 1987, any institution desiring to have an approved general mathematics program shall meet the requirements of this regulation. *(Authorized by and implementing Kansas Constitution, Article 6, Section 2(a); effective May 1, 1985; amended June 11, 1986.)*

91-1-108c. Middle-level mathematics.

- (a) Each applicant for a mathematics endorsement at the middle-level shall have successfully completed a state-approved program in middle-level mathematics and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to:
- (1) Acquire knowledge of the structure of the real number system and its applications. The course of study shall allow students to acquire the ability to:
 - (A) Use the field properties of the real number system in developing and justifying algorithms and concepts of arithmetic and algebra;
 - (B) solve systems of linear equations and quadratic equations;
 - (C) perform basic functional operations on polynomial functions; and
 - (D) construct and interpret graphs of single-variable functions and use matrices to organize and manipulate data.



- (2) Acquire knowledge of geometric concepts. The course of study shall allow students to acquire the ability to:
 - (A) Solve geometric problems, develop proofs, and construct geometric figures;
 - (B) apply geometric concepts to the physical world; and
 - (C) demonstrate knowledge of the principles of Euclidean geometry.
- (3) Acquire knowledge of probability and statistics. The course of study shall allow students to acquire the ability to:
 - (A) State the probability axiom and calculate the probabilities of simple and compound events; and
 - (B) demonstrate the ability to understand and apply the principles of descriptive statistics.
- (4) Acquire a knowledge of computer applications. The course of study shall allow students to acquire the ability to:
 - (A) Demonstrate a knowledge of the functions and limitations of a computer system; and
 - (B) adapt software for use in mathematics education.
- (5) Acquire knowledge of problem-solving techniques. The course of study shall allow students to acquire the ability to:
 - (A) Design mathematical models which represent practical problems; and
 - (B) use appropriate data collection and analysis procedures to solve mathematical problems.
- (6) Acquire knowledge of the historical and cross-cultural development of mathematical ideas.
- (7) Acquire knowledge of the metric system.
- (c) Prior to May 1, 1987, any institution may request that its middle level mathematics program be approved by the state board under the provisions of this regulation.
- (d) On and after May 1, 1987, any institution desiring to have an approved middle level mathematics program shall meet the requirements of this regulation. *(Authorized by and implementing Kansas Constitution, Article 6, Section 2(a); effective May 1, 1985; amended June 11, 1986.)*

91-1-109a. Music.

- (a) Each applicant for a music endorsement at the elementary, secondary, or K-12 level of instruction shall have successfully completed a state approved music program and shall be recommended by a teacher education institution.
- (b) Approved programs shall enable students to:
 - (1) Demonstrate the ability to perform with musical understanding and technical proficiency by:
 - (A) Demonstrating performance ability on an instrument or in voice sufficient to interpret representative works of the past and present from the solo, small ensemble, and large ensemble literature;
 - (B) demonstrating ability to perform simple, written and improvised accompaniments on the piano or portable chord instruments and to transpose accompaniments to appropriate keys;
 - (C) demonstrating ability to perform improvisations and musical illustrations suitable for general music activities;
 - (D) demonstrating skill in singing effectively for instructional and illustrative purposes, and for leading group singing;
 - (E) demonstrating rehearsal skills and conducting techniques which elicit from ensembles musical performances which are appropriate to the compositions being performed, and which are appropriate to the fields and levels of music education for which the music educators are certified; and
 - (F) demonstrating operation of contemporary audio-visual sound equipment.
 - (2) Demonstrate the ability to identify and demonstrate methods of organizing musical sounds through composition by:
 - (A) Demonstrating an understanding of the elements of music through arranging and notating original compositions and improvising in a variety of styles; and
 - (B) demonstrating an ability to arrange and notate musical sounds for performance in school situations.
 - (3) Demonstrate the ability to describe and evaluate methods of perceiving musical sounds through analysis by:

- (A) Demonstrating an ability to identify and explain compositional devices employed in various styles of music, and to describe the means by which the sounds used in music are created and transmitted;
 - (B) demonstrating an ability to discuss the affective results of compositional devices; and
 - (C) demonstrating an ability to discuss music history and literature with emphasis on the relationship of music to other arts, humanities, and science in contemporary and past cultures.
- (4) Demonstrate knowledge of music, the ability to articulate this knowledge, and the ability to apply professional education skills to music education by:
- (A) Demonstrating the ability to express a philosophy of music and education;
 - (B) demonstrating familiarity with contemporary educational thought, and the ability to apply knowledge of human development and learning in teaching music;
 - (C) demonstrating familiarity with contemporary instructional media and schemes of instructional organization;
 - (D) demonstrating skill in adjusting music selections and techniques to meet specific goals for gifted, handicapped, and normal students;
 - (E) demonstrating skill at instructing others in performance on instruments of Western art music culture, including woodwinds, brass, percussion, and orchestral strings, using appropriate repertoire;
 - (F) demonstrating skill at instructing others in performance of selections from music ethnic cultures using appropriate instruments, materials, and repertoire;
 - (G) demonstrating skill at instructing others in performance using electronic and electronically amplified equipment such as synthesizers, electronic keyboard laboratories, and microprocessors;
 - (H) demonstrating an understanding of current methods and materials appropriate to the instructional areas and levels within music education; and
 - (I) demonstrating skill in using evaluative techniques to assess the musical progress of students, and to assess the music curriculum objectives and procedures.
- (c) This regulation shall take effect on and after May 1, 1986. *(Authorized by, and implementing, Kans. Const. Art. 6, Sect. 2(a); effective May 1, 1984.)*

91-1-110a. Adapted physical education.

- (a) Each applicant for an adapted physical education endorsement at the elementary, middle or secondary level of instruction shall have successfully completed a state approved adapted physical education program and the requirements of S.B.R. 91-1-110b or 91-1-110c for a physical education endorsement and shall be recommended by a teacher education institution.
- (b) Approved programs shall enable students to demonstrate those skills which are necessary to teach adapted physical education to all exceptionalities by:
 - (1) Demonstrating the ability to screen and assess physical education skills of individuals exhibiting various handicapping conditions;
 - (2) demonstrating the ability to write in behavioral terms and assess instructional objectives for adapted physical education;
 - (3) demonstrating the ability to reassess and revise the student's program as necessary;
 - (4) demonstrating the ability to analyze, adapt, and implement physical education curriculum in providing programs for a variety of handicapping conditions;
 - (5) demonstrating ability to adapt teaching methods, materials, and techniques for physical and motor fitness to the needs of the handicapped; and
 - (6) demonstrating the ability to use community and staff resources within the special education environment. *(Authorized by and implementing Kans. Const., Art. 6, Section 2(a); effective May 1, 1984; amended July 12, 1985; amended June 1, 1993.)*

91-1-110c. Physical education.

- (a) Each applicant for a physical education endorsement shall have successfully completed a state-approved physical education program and shall be recommended by a teacher education institution.



- (b) A state-approved program in physical education shall consist of a course of study requiring each student to demonstrate knowledge of:
- (1) The aims and objectives of physical education and the development of curricula to meet those aims and objectives by:
 - (A) Planning programs using the purposes and objectives of physical education; and
 - (B) describing the values of physical fitness to society and to individuals;
 - (2) physical education from historical and philosophical perspectives;
 - (3) human movement sciences by:
 - (A) Identifying the structure and communicating an understanding of the function of the human organism;
 - (B) communicating an understanding of the principles of physiological processes and principles involved in efficient motor skill learning and exercise;
 - (C) communicating an understanding of the principles of the kinematics of the human body during movement activities;
 - (D) identifying and applying the relationships between age-related physical changes and physical activity; and
 - (E) demonstrating a knowledge and understanding of socio-psychological dimensions of physical activity and sport;
 - (4) the proper conduct of a program of physical education that is appropriate to level of endorsement by:
 - (A) Identifying and applying skills, techniques, and methodologies associated with physical activities using fundamental motor skills in physical fitness programs, tumbling and gymnastics, individual and dual sports, team sports and games, rhythms, dance and aquatics; and
 - (B) demonstrating the ability to organize and administer interscholastic and intramural programs;
 - (5) the care and prevention of minor athletic injuries, and the administration of first aid by:
 - (A) Demonstrating the ability to discriminate between serious and minor athletic injuries;
 - (B) demonstrating the ability to administer first aid to a wide array of minor injuries;
 - (C) demonstrating the ability to administer cardiopulmonary resuscitation to another human being;
 - (D) demonstrating taping and support procedures for a wide array of minor athletic problems; and
 - (E) applying the methods utilized in the prevention of athletic injuries;
 - (6) development of individual physical fitness by:
 - (A) Demonstrating knowledge of the strengths and weaknesses of lifetime activities for maintaining fitness;
 - (B) demonstrating the ability to design and implement an individual physical fitness program; and
 - (C) identifying risks associated with certain sporting and physical fitness activities;
 - (7) a variety of methods and modalities for teaching human sexuality, including information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS); and
 - (8) the rights and responsibilities of the individual as they relate to family systems and parenthood.
- (c) Prior to July 1, 1994, any institution may request that its physical education program be approved by the state board under the provisions of this regulation.
- (d) On and after July 1, 1994, any institution desiring to have an approved physical education program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective June 1, 1993; amended April 25, 1994.)*

91-1-112c. General science.

- (a) Each applicant for a general science endorsement shall have successfully completed a state-approved program in general science and shall be recommended by a teacher education institution.
- (b) A state-approved program in general science shall consist of a course of study requiring each student to demonstrate:



- (1) Knowledge of:
 - (A) basic processes, concepts and principles of biology, chemistry, physics, and earth and space science;
 - (B) the cultural, intellectual, and philosophical nature of science;
 - (C) advanced algebra, trigonometry, matrices and determinants, exponential and logarithmic functions and probability;
 - (D) a variety of methods and modalities for teaching human sexuality, including information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS); and
 - (E) the rights and responsibilities of the individual as they relate to family systems and parenthood;
- (2) the ability to:
 - (A) utilize basic problem-solving processes, including observation, inference, measurement, prediction, use of numbers, classifying and use of space and time relationships in both physical and life science;
 - (B) utilize integrated process skills, including identification and control of variables, interpretation of data, formulation and testing of hypotheses, and experimentation in both physical and life science;
 - (C) identify and describe broad-based interrelationships among biology, chemistry, physics, and earth and space science;
 - (D) describe the relationships among the lithosphere, atmosphere, hydrosphere and man's environment as they apply to the study of general biology, chemistry, physics, and earth and space science;
 - (E) describe and apply analytical methods in multidisciplinary approaches to studying and solving problems encountered by societies living in a world with finite resources, population increase, and diminishing energy reserves;
 - (F) describe the relationship between science and technology, and illustrate the impact of technological developments on cultures within society;
 - (G) illustrate that science involves the use of basic problem-solving skills to increase personal appreciation of the total environment, as well as their practical application;
 - (H) illustrate, through laboratory experiences, the open-ended, spiraling nature of scientific inquiry as a cyclic, continuous process; and
 - (I) use computers for classroom instruction in science.
- (c) Prior to July 1, 1994, any institution may request that its general science program be approved under the provisions of this regulation.
- (d) On and after July 1, 1994, any institution desiring to have an approved general science program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective June 1, 1993; amended April 25, 1994.)*

91-1-112d. Middle-level science.

- (a) Each applicant for a science endorsement at the middle level shall have successfully completed a state-approved middle-level science program and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study requiring the students to demonstrate:
 - (1) Knowledge of the basic principles of biological science, physical science, and earth science including a knowledge of:
 - (A) Classification systems, basic health principles, continuity, structure/function, diversity, evolution, nutrition, behavior, life cycles and energy systems;
 - (B) metric measures, matter and energy, the basic principles of physics, and the basic principles of chemistry; and
 - (C) basic geology, forces changing the earth, meteorology, and descriptive astronomy;
 - (2) an understanding of and the ability to use the scientific method by being proficient in:
 - (A) Organization and use of laboratory equipment;
 - (B) field observation; and



- (C) process skills, including identifying and controlling variables, interpreting data, formulating and teaching hypotheses, and experimenting;
- (3) an understanding of the relationships between scientific principles and everyday life by displaying:
 - (A) Skill in using scientific principles to improve human life and to help students cope with an increasingly technological world; and
 - (B) awareness of the nature of a wide variety of science and technological careers open to students;
- (4) the ability to apply mathematical principles to the study of scientific issues;
- (5) the ability to use computers for classroom instruction in science;
- (6) the ability to relate the study of science to science-related societal issues;
- (7) knowledge of a variety of methods and modalities for teaching human sexuality, including information about sexually transmitted diseases, especially acquired immunodeficiency syndrome (AIDS); and
- (8) knowledge of the rights and responsibilities of the individual as they relate to family systems and parenthood.
- (c) Prior to July 1, 1994, any institution may request that its middle-level science program be approved under the provisions of this regulation.
- (d) On and after July 1, 1994, any institution desiring to have an approved middle-level science program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective June 1, 1993; amended April 25, 1994.)*

91-1-113b. Biology.

- (a) Each applicant for a biology endorsement at the secondary level shall have successfully completed a state-approved program in biology, shall have met the general requirements in S.B.R. 91-1-112c, and shall be recommended by a teacher education institution.
- (b) A state-approved program shall consist of a course of study requiring each student to demonstrate knowledge of:
 - (1) The fundamentals of biology, including botany, zoology, bacteriology or microbiology, anatomy, and physiology;
 - (2) laboratory techniques concerned with the study of systematics, development, evolution, genetics, behavior, homeostatic mechanisms and all the life processes in animals, plants, and microbes;
 - (3) the fundamentals of ecology;
 - (4) the proper conduct and direction of meaningful field trips and investigations concerned with obtaining information on ecological populations, ecosystems, energy flow, nutrient cycles and the socio-biological aspects of ecology;
 - (5) chemistry, mathematics, and physical science or physics, including:
 - (A) Knowledge of the laboratory techniques equivalent to general college chemistry;
 - (B) subject-matter knowledge equivalent to general college physical science or college physics; and
 - (C) a working knowledge of mathematics equivalent to college algebra;
 - (6) a variety of methods and modalities for teaching human sexuality, including information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS); and
 - (7) the rights and responsibilities of the individual as they relate to family systems and parenthood.*(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective June 1, 1993; amended April 25, 1994; amended Jan. 5, 1996.)*

91-1-114a. Chemistry.

- (a) Each applicant for a chemistry endorsement at the secondary level shall have successfully completed a state-approved program in chemistry, shall have met the general requirements in S.B.R. 91-1-112c, and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to acquire:
 - (1) Knowledge and understanding of the fundamental concepts of general chemistry and a command of the laboratory techniques found in general college chemistry;
 - (2) knowledge and understanding of organic chemistry and a command of laboratory techniques found in organic chemistry;



- (3) knowledge and understanding of analytical chemistry and a command of quantitative laboratory techniques found in analytical chemistry;
- (4) knowledge and understanding of the concepts and laboratory techniques found in general college biology;
- (5) knowledge and understanding of the concepts and laboratory techniques found in general college physics; and
- (6) knowledge of and proficiency in pre-calculus mathematics, including advanced algebra and trigonometry. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1985; amended Jan. 5, 1996.)*

91-1-115a. Earth and space science.

- (a) Each applicant for an earth and space science endorsement at the secondary level shall have successfully completed a state-approved program in earth and space science, shall have met the general requirements in S.B.R. 91-1-112c, and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to acquire:
 - (1) Knowledge and understanding of the fundamental concepts and laboratory techniques of physics, biology, chemistry, geology, astronomy, meteorology, and oceanography;
 - (2) proficiency in mathematics, including advanced algebra, trigonometry, matrices and determinants, exponential and logarithmic functions, and probability; and
 - (3) the ability to integrate environmental concepts into earth and space science curricula. The course of study shall allow students to acquire the ability to:
 - (A) describe the relationships among the lithosphere, atmosphere, and hydrosphere, and human environment as they apply to the interdisciplinary study of the earth and space sciences; and
 - (B) demonstrate the application of analytical methods of multidisciplinary approaches to studying and solving problems encountered by societies living in a world with such environmental constraints as finite natural resources, population increases, and diminishing energy reserves;
 - (4) knowledge of field geology and an ability to use the basic techniques of field geology. This knowledge and ability shall be acquired through field experiences; and
 - (5) knowledge of concepts and laboratory techniques beyond the introductory level in at least one area of earth and space science. *(Authorized by, and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1985; amended Jan. 5, 1996.)*

91-1-117a. Physical science.

Each applicant for a physical science endorsement at the secondary level shall have met the general requirements in S.B.R. 91-1-112c, shall be recommended by a teacher education institution, and shall have met the requirements in two of the following regulations:

- (a) S.B.R. 91-1-114a - Chemistry;
- (b) S.B.R. 91-1-115a - Earth and Space Science; or
- (c) S.B.R. 91-1-118a. *(Authorized by, and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1985; amended Jan. 5, 1996.)*

91-1-118a. Physics.

- (a) Each applicant for a physics endorsement at the secondary level of instruction shall have successfully completed a state-approved program in physics, shall have met the general requirements in S.B.R. 91-1-112c, and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to acquire:
 - (1) Knowledge and understanding of the fundamental concepts of general physics and a command of laboratory techniques found in general physics;
 - (2) knowledge of the concepts of physics beyond the general physics level and laboratory techniques found in physics beyond the general physics level;
 - (3) knowledge of the concepts of general biology and laboratory techniques found in general biology;
 - (4) knowledge of the fundamental concepts of general chemistry and command of laboratory techniques found in general chemistry; and



- (5) knowledge and proficiency in basic calculus. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1985; amended Jan. 5, 1996.)*

91-1-119a. United States history, United States government, and world history.

- (a) Each applicant for an endorsement in United States history, United States government and world history at the secondary level shall have successfully completed a state-approved program in United States history, United States government and world history and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to acquire:
- (1) An understanding of the historical development and present functioning of political principles, institutions, and processes in United States society, including:
 - (A) the basic principles of United States government expressed or implied in the Declaration of Independence, the Constitution, court decisions, and laws;
 - (B) the major ideas and historical events from which the United States political system has evolved;
 - (C) the rights and responsibilities of individuals in the United States;
 - (D) the organization, functions, and decision-making processes of the three branches of government at federal, state, and local levels;
 - (E) the electoral processes at federal, state, and local levels;
 - (F) the manner in which government is influenced and changed by the support and dissent of individuals and interest groups; and
 - (G) the importance of participation in the political systems of the United States.
 - (2) An understanding of the historical development and current status of economic principles, institutions, and processes in United States society, including:
 - (A) the historical and political implications resulting from the effect of unlimited wants and scarce resources on consumers, producers, and government;
 - (B) economic specialization, exchange, and interdependence in the United States and throughout the world community;
 - (C) the historical development and current operation of the market economy of the United States;
 - (D) the historical development and operation of government monetary, taxation, and regulatory policies;
 - (E) the historical and political factors that have contributed to economic growth; and
 - (F) the historical and political development of labor, farm, and business organizations.
 - (3) An understanding of the history and diversity of individuals and groups in United States society, including:
 - (A) the historical and political implications of the manner in which people function as individuals and as members of groups;
 - (B) the historical contributions of various ethnic, racial, religious, and other diverse groups; and
 - (C) the impact of social institutions, ideas, and technology on individuals and groups in society.
 - (4) An understanding of the history and diversity of world cultures, including:
 - (A) the characteristics, development and contributions of western and non-western world cultures;
 - (B) the major social, economic, and political ideas and events which have shaped and continue to shape the modern world;
 - (C) the different ideas, institutions, and processes that precipitate conflict or foster peace; and
 - (D) the various dimensions of world interdependence.
 - (5) An understanding of the role of culture, technology, and the environment in the location and distribution of human activities, including:
 - (A) the major cultural regions of the world and the physical features of each region;
 - (B) the interaction of culture and technology in the use and alteration of the physical environment;
 - (C) the characteristics of major economic activities and the factors influencing their location;



- (D) the historical patterns of population growth and settlement in different cultures and environments;
- (E) the role and impact of transportation and communication in linking people and environments; and
- (F) the importance of respect for the environment.
- (6) The ability to gather information, think critically, solve problems, and make rational decisions. The course of study shall allow students to acquire the ability to:
 - (A) obtain, interpret, evaluate, organize, and use information from observation, investigation, listening, and reading;
 - (B) obtain, interpret, evaluate, organize, and use information from maps, charts, globes, graphs, and tables;
 - (C) apply processes of critical and creative thinking to the analysis of problems from the perspective of history and political science; and
 - (D) make decisions about personal options and public issues in terms of reasoned values and reliable information.
- (c) Prior to June 1, 1989, any institution may request that its United States history, United States government, and world history program be approved by the state board under the provisions of this regulation. On and after June 1, 1989, any institution desiring to have an approved United States history, United States government, and world history program shall meet the requirements of this regulation. *(Authorized by, and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1985.)*

91-1-119b. Economics.

- (a) Each applicant for an economics endorsement at the secondary level shall have successfully completed a state-approved program in economics, shall have completed the requirements of S.B.R. 91-1-119a, and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to acquire:
 - (1) Knowledge of economic activity as the production and distribution of goods and services for the satisfaction of material wants;
 - (2) knowledge of capitalism as a system under which the production of goods and services is determined by the decisions of producers and consumers operating through a system of prices and markets;
 - (3) knowledge of the role played in consumer choice by the utility and price of goods and services and the disposable income of consumers;
 - (4) knowledge of the manner in which producers seek to maximize profits, the relationship between profits and costs of production, and the manner in which producers attempt to use the factors of production in the most efficient combinations;
 - (5) knowledge of the characteristics of market structures and their relationship to price and output;
 - (6) knowledge of the role of financial institutions in affecting the expansion and contraction of the national economy;
 - (7) knowledge of the role of government in influencing and regulating the economic process;
 - (8) knowledge of the ways by which the government seeks to establish certain national economic goals;
 - (9) knowledge of the manner which the well-being of the national economy is measured;
 - (10) knowledge of the international aspects of the United States economy and the interdependence of the world's economics; and
 - (11) knowledge of the major similarities and differences between United States and other economic systems.
- (b) Prior to June 1, 1989, any institution may request that its economics program be approved by the state board under the provisions of this regulation. On and after June 1, 1989, any institution desiring to have an approved economics program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1985.)*

91-1-119c. Anthropology and sociology.

- (a) Each applicant for an anthropology and sociology endorsement at the secondary level shall have successfully completed a state-approved program in anthropology and sociology, shall have completed the requirements of S.B.R. 91-1-119a, and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to:
 - (1) Acquire an understanding of the major relationships between culture, the group, and the self, including:
 - (A) the meaning of culture;
 - (B) cultural universals and variations in their form;
 - (C) the historical and evolutionary development of culture;
 - (D) the relationship between culture and individual behavior;
 - (E) the cultural values of people living in different societies;
 - (F) interrelationships between individuals and groups and the way in which individuals organize themselves into groups;
 - (G) the differences between simple and complex societies and the effects of these forms of social organization on the individual;
 - (H) the differences between primary and secondary groups and the effects of these differences on the individual;
 - (I) the major institutions in society;
 - (J) the functional relationships between social institutions and the society of which the institutions are a part;
 - (K) the meaning of socialization;
 - (L) the processes by which culture and society undergo change;
 - (M) the stratification systems of the United States and other societies; and
 - (N) the basic demographic factors, the relation of demographic factors to population trends, and the relationship between population trends and social organization.
 - (2) Acquire the ability to apply processes of critical and creative thinking to the analysis of problems from the perspective of anthropology and sociology.
- (c) Prior to June 1, 1989, any institution may request that its anthropology and sociology program be approved by the state board under the provisions of this regulation. On and after June 1, 1989, any institution desiring to have an approved anthropology and sociology program shall meet the requirements of this regulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1985; amended June 10, 1987.)*

91-1-119d. Geography.

- (a) Each applicant for an endorsement at the secondary level shall have successfully completed a state-approved program in geography, shall have completed the requirements of S.B.R. 91-1-119a, and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to acquire:
 - (1) An understanding of the major characteristics of the geographic distribution of people and their activities and the interaction of people with the physical environment, including:
 - (A) the spatial distribution of significant elements of the physical environment;
 - (B) the major factors responsible for patterns of organization in space;
 - (C) the relationship between elements of the physical environment and the physical features of regions;
 - (D) the relationships between cultural phenomena and the physical environment;
 - (E) the interrelationship of elements of the agricultural environment;
 - (F) the manner in which distance affects the spatial organization of cultural elements;
 - (G) the general characteristics of regions and subregions of the world; and
 - (H) regional patterns, relationships, and
 - (2) The ability to apply processes of critical and creative thinking to the analysis of problems from the perspective of geography.

- (c) Prior to June 1, 1989, any institution may request that its geography program be approved by the state board under the provisions of this regulation. On and after June 1, 1989, any institution desiring to have an approved geography program shall meet the requirements of this regulation. *(Authorized by and implementing Kansas Constitution Article 6, Section 2(a) effective May 1, 1985.)*

91-1-119e. Comprehensive social studies.

- (a) Each applicant for a comprehensive social studies endorsement at the secondary level shall have completed an interdisciplinary program incorporating the requirements in social studies regulations S.B.R. 91-1-119a, S.B.R. 91-1-119b, S.B.R. 91-1-119c and S.B.R. 91-1-119d, and shall be recommended by a teacher education institution.
- (b) This regulation shall take effect on and after May 1, 1987. *(Authorized by and implementing Kansas Constitution Article 6, Section 2(a); effective May 1, 1985.)*

91-1-119f. Middle-level social studies.

- (a) Each applicant for a social studies endorsement at the middle level shall have successfully completed a state-approved, middle-level social studies program and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to:
- (1) Acquire knowledge of the history, government and physical features of the United States, including:
 - (A) the major political, economic, and social forces which have shaped the development of the United States;
 - (B) the meaning and interpretation of the United States Constitution;
 - (C) the structure and operation of the government of the United States and the state of Kansas; and
 - (D) the major geographical features of the United States.
 - (2) Acquire knowledge of the relationships between the United States and other parts of the world, including:
 - (A) the history, geography, and culture of a major foreign culture area; and
 - (B) comparative political and economic systems and their relationships to those characteristics of the United States.
 - (3) Acquire the ability to analyze a major social, political, economic, or cultural problem from an interdisciplinary perspective.
 - (4) Acquire the ability to relate current social, economic, and political events to social science theory.
- (c) Prior to May 1, 1987, any institution may request that its middle-level social studies program be approved by the state board under the provisions of this regulation.
- (d) On and after May 1, 1987, any institution desiring to have an approved middle level social studies program shall meet the requirements of this regulation. *(Authorized by and implementing Kansas Constitution, Article 6, Section 2(a); effective May 1, 1985; amended June 11, 1986.)*

91-1-119g. Social Studies.

- (a) The social studies program may follow one of two patterns:
- (1) The subject-major pattern which shall:
 - (A) Emphasize one or more areas of social studies and be supplemented by work in cognate areas; and
 - (B) prepare the student to teach the specified social studies subjects in accordance with the limitation of the program completed.
 - (2) The comprehensive-major pattern which shall:
 - (A) Embrace a broad base of all the social studies subject areas with a concentration in one subject field; and
 - (B) prepare the student to teach in any of the social studies subject areas offered in the public school curriculum.
- (b) Curriculums leading to certification in a specified social studies subject area, by the subject-major pattern, shall meet the requirements of subsection (c) and subsection (d).



- (c) An approved subject area program shall provide study in one of the following areas:
- (1) History, including:
 - (A) The origin and historical development of various cultures throughout the world;
 - (B) the interplay of physical, economic, political, and social forces in the shaping of world civilization;
 - (C) the meaning of American heritage; and
 - (D) the economic, political, and social background of contemporary American life in a world setting.
 - (2) Political science, including:
 - (A) The nature of government in modern society;
 - (B) the role of American government as a supplier of essential service, the embodiment of values, and the arbiter of interest conflict;
 - (C) a comparison of principles and practices of national, state and local units of American government with other forms of government; and
 - (D) An appreciation of democracy as a form of government.
 - (3) Economics, including:
 - (A) The principles and processes underlying current problems and practices in various economic systems;
 - (B) application of social controls to economics; and
 - (C) regulation of economic controls by government.
 - (4) Sociology and cultural anthropology, including:
 - (A) The diverse behavior of peoples in different parts of the world and the influence of environmental factors on their cultural values;
 - (B) the nature of social upheavals now taking place in various parts of the world; and
 - (C) major social problems of American society, such as those relating to minority groups, health and medical care, employment and industrial relations, crime, and delinquency.
 - (5) Geography, including:
 - (A) The earth's natural resources as a limiting and conditioning influence upon the development of human culture and as a source of political and economic power;
 - (B) the efficient use of natural resources on a global scale; and
 - (C) appropriate recognition of environmental problems and present factors to be considered in addressing those problems.
- (d) An approved comprehensive major program shall require students to complete a course of study allowing the students to acquire:
- (1) Knowledge of interdisciplinary cooperation and reciprocal reinforcement among the various social studies;
 - (2) knowledge of a structure, key concepts, methodology, and relationships among the various social studies;
 - (3) experience with the approaches and materials of new social studies curriculum projects;
 - (4) knowledge of the contributions and roles of all racial, ethnic, and religious groups to American culture;
 - (5) experience in the effective use of media resources to provide a variety of learning experiences for various levels of student experience and ability; and
 - (6) knowledge of current affairs and effective ways in which to analyze, present and discuss current affairs in the classroom. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective June 10, 1987.)*

91-1-120. Speech communication.

- (a) Each applicant for endorsement in speech communication at the secondary level shall have successfully completed a state-approved speech communication program and shall be recommended by a teacher education institution.
- (b) Approved programs shall enable students to demonstrate knowledge of:
 - (1) Basic speech, including public speaking, speech organization, and purposes for public communication;



- (2) interpersonal communication and group discussion;
- (3) oral interpretation as performance and as an approach to understanding literature;
- (4) theatre, including acting, directing, stagecraft, and managing a drama program;
- (5) debate and forensics, including debate theory, persuasion, and directing debate and forensic activities; and
- (6) mass communication, including broadcasting, film, and the social influences of mass media.
(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1986.)

91-1-121. Drama (Theatre).

- (a) Each applicant for endorsement in drama at the secondary level shall have successfully completed a state-approved drama program and shall be recommended by a teacher education institution.
- (b) Approved programs shall enable students to:
 - (1) Demonstrate knowledge of theatre as a social and aesthetic experience, including:
 - (A) a broad knowledge of the history of the theatre and acquaintance with representative plays of past and present; and
 - (B) knowledge of the practice of theatre as a means of developing creativity in the individual.
 - (2) Demonstrate knowledge of the process of organizing an academic or non-academic production or program, including audience services that are possible within the context of available school time, facilities and monies, and including the promotion of a production or program to gain the support of the school and community;
 - (3) demonstrate knowledge of the process of augmenting and maintaining existing theater materials and supplies in an order of significant priority;
 - (4) demonstrate the ability to serve as a resource person within a school system for those activities in which elements of theatre are found; and
 - (5) demonstrate knowledge necessary to inform others of educational and vocational opportunities in theatre arts.
 - (6) Demonstrate ability:
 - (A) in directing a theatre production, including play selection, analysis, casting, and conducting rehearsals;
 - (B) in basic acting skills and techniques; and
 - (C) in the technical requirements of a theatre production, including effective designing and executing of scenery, lights, make-up, sound, properties, costume, and special effects.
(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1986.)

91-1-122. Journalism.

- (a) Each applicant for endorsement in journalism at the secondary level shall have successfully completed a state-approved journalism program and shall be recommended by a teacher education institution.
- (b) Approved programs shall enable students to:
 - (1) Demonstrate proficiency in the basic reporting skills of interviewing and fact-gathering, research, news judgment, and news, feature, editorial and sports writing;
 - (2) demonstrate basic knowledge of the principles of communications law as they apply to scholastic journalism, including libel, censorship, invasion of privacy, obscenity and copyright law;
 - (3) demonstrate proficiency in the basic editing skills of copy editing, headline writing and basic layout techniques;
 - (4) demonstrate the abilities required to teach scholastic journalism and supervise school publications, including those related to business, advertising and selling practices, and interpersonal relationships;
 - (5) demonstrate proficiency in photographic skills, including photo editing, darkroom techniques, film developing and printing;
 - (6) demonstrate proficiency in journalistic layout and design, including use of photographs, graphics and special effects; and

- (7) demonstrate knowledge of the historical significance of mass media and the theory of mass media.
(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1986.)

91-1-123a. Psychology.

- (a) A state-approved psychology program shall consist of a course of study allowing each student to demonstrate knowledge of:
- (1) The history of psychology including major systems and viewpoints;
 - (2) the basic principles of psychology, statistics, measurement, and laboratory experiences;
 - (3) the physiological foundations of behavior with an emphasis on the central nervous system and of motivation, emotion, perception, learning and cognition;
 - (4) the affective foundations of behavior including motivation, emotion and theories of personality;
 - (5) the cognitive foundations of behavior including conditioning, learning, perception, memory, thinking and language;
 - (6) the social basis of behavior including group dynamics, leadership, conformity, attitude and opinion change, collective and institutional violence, prejudice, racism, sexism, dehumanization, interpersonal attraction, altruism, helping behaviors and the psychology of ecosystems;
 - (7) the development of behavior including child, adolescent and life span development;
 - (8) the concepts of normality and deviance including adjustment, abnormal behavior, therapeutic models and societal perceptions of normality and deviance;
 - (9) the appreciation of ethics in psychology including behavioral control, voluntary aspects of intervention, distress of individuals, deception in experimentation, risk/benefit decisions and social engineering;
 - (10) emerging areas of psychology, including altered states of consciousness, extra-sensory perception, split brain phenomena, and biofeedback; and
 - (11) the appreciation of psychology to contemporary life and an appreciation of the contribution of psychology to improving the quality of human life.
- (b) Prior to July 1, 1992, any institution may request that its psychology program be approved under the provisions of this regulation.
- (c) On and after July 1, 1992, any institution desiring to have an approved psychology program shall meet the requirements of this regulation.
- (d) This regulation shall take effect on July 1, 1990. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective September 3, 1990.)*

91-1-149. Principles of technology.

- (a) Each applicant for an endorsement in principles of technology shall have completed a state-approved program in principles of technology and shall be recommended by a teacher education institution.
- (b) An approved program in principles of technology may follow one of two patterns. It may consist of three workshops, with prerequisite competencies established to be eligible for admission to the program, or the program may be a comprehensive program with all competencies contained in the program.
- (1) Approved comprehensive programs shall require students to complete a course of study allowing the students to demonstrate:
- (A) Knowledge of the philosophical and historical foundations of principles of technology;
 - (B) knowledge of how mechanical devices function and where they are utilized in the work force;
 - (C) knowledge of how the principles of technology are utilized in a technological society;
 - (D) knowledge of problem solving techniques;
 - (E) knowledge of the fundamental concepts of algebra;
 - (F) knowledge of the fundamental concepts of applied physics;
 - (G) knowledge of the technology of power, including its sources, generation, and transmission, and the use of powered devices and vehicles;
 - (H) the ability to set up and utilize equipment outlined in principles of technology laboratory activities; and
 - (I) the ability to integrate the four energy systems in laboratory activities.

- (2) approved programs of three workshops shall require, as prerequisites to admission, that the students demonstrate knowledge of:
- (A) The fundamental concepts of algebra;
 - (B) fundamental concepts of physics; and
 - (C) knowledge of the technology of power, including its sources, generation, and transmission, and the use of powered devices and vehicles.
- (3) Approved programs in the three workshop pattern shall require students to complete a course of study allowing the students to demonstrate:
- (A) Knowledge of the philosophical and historical foundations of principles of technology;
 - (B) knowledge of how mechanical devices function and where they are utilized in the work force;
 - (C) knowledge of how the principles of technology are utilized in a technical society;
 - (D) the ability to set up and utilize equipment outlined in principles of technology laboratory activities;
 - (E) the ability to integrate the four energy systems in laboratory activities; and
 - (F) knowledge of problem-solving techniques.
- (4) provisional endorsement for applicants in the three workshop pattern approved program.
- (A) An applicant shall be issued a provisional endorsement, valid for one year upon receiving the recommendation of a teacher education institution and having completed the initial workshop.
 - (B) provisional endorsement may be renewed for one additional year upon receiving the recommendation of a teacher education institution and completing the second workshop.
(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective March 13, 1989.)



ADMINISTRATOR STANDARDS

91-1-32. District school administrator, building administrator.

- (a) Any individual who holds a valid Kansas district school administrator endorsement originally issued prior to June 1, 1986, may serve as, or continue to serve as, a district school administrator or as an elementary or secondary building administrator, or both.
- (b) Each applicant for a district school administrator endorsement shall have completed a graduate degree, a state-approved district school administrator program, a state-approved building administrator program, and have three years of experience as a certificated educational professional in a school accredited or approved by the state board or a comparable agency in another state and be recommended by an accredited teacher education institution.
- (c) Each applicant for a building administrator endorsement shall have completed a graduate degree, a state-approved building administrator program, have three years experience as a certificated educational professional in a school accredited or approved by the state board or a comparable agency in another state at the level for which endorsement is sought and be recommended by an accredited teacher education institution. Elementary experience shall be in an accredited or approved school which includes any combination of grades kindergarten through nine and in a subject or field in which the applicant held a K-9 level endorsement. Secondary experience shall be in an accredited or approved school which includes any combination of grades seven through 12 and in a subject or field in which the applicant held a 7-12 level endorsement.
- (d) Renewal requirements.
 - (1) Renewal of administrator endorsements originally issued under requirements in effect prior to July 1, 1980 shall require:
 - (A) Three years of recent, accredited or approved experience during the term of the last certificate held by the applicant; or
 - (B) six additional hours of recent credit or the prescribed number of recent inservice education points specified in S.B.R. 91-1-146a to 91-1-146d.
 - (2) Renewal of administrator endorsements originally issued on or after July 1, 1980 shall require six additional hours of recent credit or the prescribed number of recent inservice education points specified in S.B.R. 91-1-146a to 91-1-146d. Two renewals may be granted on verification of three years of recent, accredited or approved experience during the term of the last certificate held by the applicant.
 - (3) Any one-year building or district school administrator endorsement issued under requirements in effect prior to May 1, 1984 shall be converted to full endorsement upon the applicant having met renewal requirements for the certificate held.
 - (4) Any individual holding a district or building administrator endorsement shall not be required to complete a two semester-hour survey course in the area of exceptional children for renewal of certification.
- (d) This regulation shall be effective on and after July 1, 1991. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended May 1, 1984; amended July 1, 1989; amended July 1, 1991.)*

91-1-128b. Building administrator programs.

- (a) A state-approved building administrator program shall include a course of study allowing each student to:
 - (1) Demonstrate knowledge of the historical and social foundations of education and current educational philosophies;
 - (2) demonstrate an understanding of personal and professional ethics and of educational equity and its role in a pluralistic and diverse population;
 - (3) demonstrate knowledge of effective classroom instruction strategies for improving instructional effectiveness through an understanding of:
 - (A) Developmental psychology sufficient to interpret human developmental patterns and their behavioral implications;
 - (B) various prevailing learning and instructional theories to classroom settings;
 - (C) pre-assessment and assessment tools to determine the adequacy of an instructional approach;

- (D) alternative approaches to evaluate curriculum;
- (E) the use and contribution of instructional technology in the teaching learning role;
- (F) the components of alternative instructional models and the appropriateness of their applications; and
- (G) the needs of all students in the planning and development of instruction;
- (4) demonstrate the ability to conduct the legal and financial support services of school system operation by:
 - (A) Acquiring an understanding of basic constitutional issues related to students and school personnel, and the funding sources for school system operation;
 - (B) identifying and applying legal concepts as they relate to special education, student discipline, student rights, personnel practices, professional negotiations, and other powers, duties and liability concerns of the school system; and
 - (C) budgeting educational funds for program needs at the building level;
- (5) demonstrate the ability to utilize effective leadership skills of selecting and supervising personnel at the building level through implementation of staff selection, staff orientation, staff evaluation and conferencing, and staff development;
- (6) exhibit the ability to utilize effective leadership skills in program and curriculum development to include:
 - (A) Curriculum planning;
 - (B) implementing pupil services; and
 - (C) managing co-curricular programs and activities;
- (7) demonstrate knowledge of current, prevailing educational research and the skills required for its application by:
 - (A) Evaluating educational research products and information; and
 - (B) applying the data to the school setting;
- (8) demonstrate effective leadership skills in interactions with the school, the school system, and the community through knowledge of the decision-making process, resolution of conflict, the creation of an appropriate organizational climate, effective interpersonal skills, group facilitation, communication skills, adult learning/ development, and an appropriate involvement of the schools in relationship to the publics which they serve; and
- (9) demonstrate the ability to assume and perform directed administrative responsibility for general school building operations through participating in a directed field experience of not less than 150 hours.
- (b) Prior to July 1, 1993, any institution may request that its building administrator program be approved under the provisions of this regulation.
- (c) On and after July 1, 1993, any institution desiring to have an approved building administrator program shall meet the requirements of this regulation.
- (d) This regulation shall take effect on July 1, 1991. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 1991.)*

91-1-129a. District school administrator.

- (a) A state-approved district school administrator program shall consist of a course of study allowing the students to:
 - (1) Demonstrate knowledge of school system curriculum management by:
 - (A) Demonstrating knowledge of the skills required to assess and evaluate the quality of existing educational programs;
 - (B) demonstrating knowledge of the skills required to assess curricular needs within a school system; and
 - (C) demonstrating knowledge of the skills required to direct the development and implementation of learning programs within a school system.
 - (2) Demonstrate knowledge of school system personnel administration by:
 - (A) Demonstrating knowledge of the skills required to assess personnel needs of the school system;



- (B) demonstrating knowledge of the skills required to recruit staff members appropriate to meet personnel needs at the system-wide level;
- (C) demonstrating knowledge of the skills required to develop and implement system-wide policies and procedures for personnel evaluation;
- (D) demonstrating knowledge of the skills required to design and implement a system-wide staff development program; and
- (E) demonstrating knowledge of the factors and strategies required to create and maintain effective employer-employee relationships.
- (3) Demonstrate knowledge of the legal aspects of school system operation by:
 - (A) Demonstrating knowledge of essential constitutional, statutory, judicial and political issues related to equity for students, school personnel, and patrons; and
 - (B) demonstrating knowledge of the responsibilities and powers of local school boards and the chief school officer in policy and procedure formulation.
- (4) Demonstrate knowledge of finance and business management as it applies to school system administration by:
 - (A) Demonstrating knowledge of the concepts of adequacy and equity in school finance as related to the development of state finance systems and trends in school finance and school business management;
 - (B) demonstrating knowledge of Kansas school finance systems and the budget development processes in local school systems; and
 - (C) demonstrating ability to plan and assess procedures for acquiring and allocating resources, monitoring and reporting expenditures, and maintaining control of school system resources.
- (5) Demonstrate knowledge of supportive physical and human resources required to maintain school programs by:
 - (A) Demonstrating the knowledge required to plan and maintain facilities that meet educational specifications;
 - (B) demonstrating the knowledge required in planning and implementing a safe, efficient pupil transportation system; and
 - (C) demonstrating ability to describe and assess ways of meeting the need for required and preferential supportive services for pupils.
- (6) Demonstrate acquisition of relevant, desirable field-based experiences by providing evidence that the student's competencies have been formally assessed, and where indicated, reinforced through appropriate field-based experience.
- (b) Applicants for a district school administrator endorsement shall be required to meet the requirements of S.B.R. 91-1-32(b).
- (c) This regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1984; amended March 12, 1986; amended July 1, 1989.)*

91-1-127a. Supervisor.

- (a) Each applicant for a supervisor endorsement at the elementary, middle or secondary level shall:
 - (1) have successfully completed a graduate degree in the field or area of supervisory responsibility;
 - (2) have successfully completed a state-approved supervisor program;
 - (3) have two years of accredited experience in the field or area of supervisory responsibility; and
 - (4) be recommended by a teacher-education institution.
- (b) Approved programs shall require students to complete a course of study allowing students to:
 - (1) Demonstrate knowledge of developments in the areas of supervisory practice, staff development and student testing by:
 - (A) demonstrating knowledge of the various evaluative, supervisory, and staff development procedures; and
 - (B) demonstrating knowledge of student testing and educational accountability systems.
 - (2) demonstrate knowledge of principles, practices and evaluation strategies associated with curriculum development by:

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- (A) demonstrating knowledge of the philosophical, social, political and intellectual conditions that shape school programs; and
 - (B) demonstrating ability to cooperatively plan with teachers, administrators and others regarding the staffing, implementation, and evaluation requirements of a specific curricular or instructional strategy;
- (3) demonstrate knowledge of behavioral and management science theory and its application to supervisory practice in schools by:
- (A) demonstrating a basic knowledge of the school as a social system with elements that influence pupil learning and teacher effectiveness; and
 - (B) demonstrating a knowledge of motivational research and its implications and the ability to initiate specific teacher and classroom improvement strategies; and
- (4) demonstrate skill in applying knowledge of supervisory practice through participation in a directed field experience. The students shall be able to assume and perform directed supervisory responsibility for some aspect of the instructional or curricular program through a work experience in a school or school system. *(Authorized by, and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1984; amended January 5, 1996.)*

SPECIAL EDUCATION STANDARDS

91-1-33. Director of special education.

- (a) Each state-approved director of special education program shall consist of a course of study:
 - (1) Allowing the students to complete:
 - (A) A state-approved program in a special education subject area;
 - (B) a state-approved district school administrator program; and
 - (C) (i) a state-approved building administrator program, including two years teaching experience; or
 - (ii) a state-approved special education supervisor-coordinator program, including two years teaching experience in a recognized special education area; and
 - (2) allowing the student to acquire the ability to:
 - (A) Develop a written comprehensive plan for the provision of special education and related services; and
 - (B) perform special education and related services program administrative operations in a supervised practicum placement.
- (b) Renewal requirements.
 - (1) Renewal of director of special education endorsements originally issued prior to July 1, 1980 shall require:
 - (A) Three years of recent accredited or approved experience during the term of the last certificate held by the applicant; or
 - (B) six additional hours of recent credit or the prescribed number of recent inservice education points specified in S.B.R. 91-1-146a to 91-1-146d.
 - (2) Renewal of director of special education endorsements originally issued on or after July 1, 1980 shall require six additional hours of recent credit or the prescribed number of recent inservice education points specified in S.B.R. 91-1-146a to 91-1-146d. Two renewals may be granted on verification of three years of recent, accredited or approved experience during the term of the last certificate held by the applicant.
 - (3) Any individual holding a director of special education endorsement shall not be required to complete a two-hour survey course in the area of exceptional children for renewal of certification. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended May 1, 1986; amended June 1, 1988; amended March 13, 1989.)*

91-1-34. Special education supervisor coordinator.

- (a) Each applicant for a special education supervisor/ coordinator endorsement shall:
 - (1) have successfully completed:
 - (A) a graduate degree;
 - (B) a state-approved supervisor/coordinator program;
 - (C) a state-approved program in one or more special education subject areas; and
 - (D) two years of experience in one or more special education subject areas; and
 - (2) be recommended by a teacher education institution.
- (b) A state-approved special education supervisor/ coordinator program shall consist of a course of study requiring each student to demonstrate knowledge of:
 - (1) procedures to develop and select curricula, instructional methods and media by:
 - (A) explaining the relationship between instructional objectives and the curriculum developed or selected to attain them;
 - (B) identifying the sources of influence upon curriculum development and selection;
 - (C) developing a curriculum unit meeting the instructional objectives;
 - (D) describing a variety of instructional methods that can be used with exceptional pupils;
 - (E) applying an instructional method to an instructional objective;
 - (F) using media as a part of the instructional process;
 - (G) planning a series of objectives to complete a program of curriculum study and development; and

- (H) describing the procedures required to establish and maintain an instructional resource center;
- (2) staff support system development and operation by:
 - (A) explaining procedures to improve communication between and among staff members;
 - (B) eliciting information from others about issues related to the improvement of instructional programs and using the information to plan new approaches to instruction;
 - (C) describing a procedure to assist staff members with program planning and problem-solving skills;
 - (D) developing and implementing a plan for assessing program needs;
 - (E) conducting a staff development workshop that is related to program needs; and
 - (F) describing procedures to assist staff members in applying the knowledge and skills acquired through staff development activities;
- (3) human relations and consultation skills by:
 - (A) explaining the function of consultation in a supervisor/coordinator's role;
 - (B) describing components of the consultation process;
 - (C) developing a consultation plan to assist staff members, individually and in groups; and
 - (D) displaying individual and group conferencing techniques;
- (4) instructional program evaluation by:
 - (A) developing a plan to instruct staff in the use of a peer supervision system;
 - (B) describing the procedures used to implement a clinical supervision program;
 - (C) explaining how a supervisor/coordinator can collaborate with staff members to develop performance evaluation procedures consistent with role descriptions;
 - (D) planning a procedure for formative and summary evaluations of instructional programs; and
 - (E) describing approaches for interpreting and communicating instructional program evaluation information; and
- (5) program management activities by:
 - (A) describing procedures for the selection, orientation and assignment of staff members;
 - (B) describing the supervisor/coordinator's role in planning and implementing comprehensive instructional services;
 - (C) developing a system to coordinate assignment of teacher education students to directed teaching, practicum, and other related experiences;
 - (D) planning a way to use research results to improve instructional programs;
 - (E) developing a plan for the acquisition and distribution of instructional media;
 - (F) designing a budget to provide instructional services for pupils in one of the special education subject areas; and
 - (G) explaining how to use evaluation data to improve instruction. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended May 1, 1986; amended January 28, 1991; amended Jan. 5, 1996.)*

91-1-93a. Special education.

- (a) (1) Each applicant for one of the special education subject area endorsements shall be recommended by a teacher education institution and shall have successfully completed a state-approved program in at least one of the following special education subject areas:
 - (A) behavior disorders;
 - (B) early childhood handicapped;
 - (C) gifted;
 - (D) hearing impaired;
 - (E) learning disabilities;
 - (F) mentally retarded;
 - (G) physically impaired;
 - (H) severely, multiply handicapped; or
 - (I) visually impaired.
- (2) Each applicant shall have successfully completed:



- (A) a state-approved program to teach regular education students at the level for which the special education subject area endorsement application is submitted, except any applicant for an endorsement to teach the early childhood handicapped or the severely, multiply handicapped may substitute an undergraduate degree in occupational therapy, speech-language pathology, child development, nursing or another related field;
 - (B) a professional education component that allows students to acquire:
 - (i) knowledge of human development and learning;
 - (ii) knowledge of regular education foundations;
 - (iii) knowledge of interpersonal relations and multicultural education;
 - (iv) knowledge of teaching methodology for fields or subjects at the level or levels for which the initial special education subject area endorsement application is submitted; and
 - (v) ability to apply the requirements of paragraph (2)(B)(i) through (iv) to teaching nonexceptional pupils; or
 - (C) two years of recent accredited experience in the special education subject area for which the endorsement application is submitted.
- (3) An applicant who has completed an approved special education subject area program in another state and does not meet the requirements of paragraph (2)(A), (B) or (C) shall be issued a two-year provisional endorsement if recommended by a Kansas accredited teacher education institution that has a state-approved program in the subject area for which endorsement is sought.
- (A) The applicant shall file a deficiency plan with the recommending teacher education institution to complete the requirements of paragraph (2)(A) or (B).
 - (B) A provisional endorsement may be renewed for one additional two-year endorsement if progress is made toward completing the requirements for full endorsement and the applicant receives the recommendation of the teacher education institution.
- (b) Provisional endorsement for applicants who have not completed a state-approved special education subject area program.
- (1) An applicant shall be issued a provisional endorsement, valid for two years, upon receiving the recommendation of a teacher education institution and completing the following:
 - (A) the requirements of paragraph (c)(2);
 - (B) the requirements of:
 - (i) paragraphs (c)(4) and (5); or
 - (ii) paragraphs (c)(6), (7) and (8); and
 - (C) at least one of the placements required by paragraph (c)(14).
 - (2) Provisional endorsements may be renewed one time for an additional two-year period with the recommendation of the teacher education institution based on progress toward completing the requirements for full endorsement in the area.
- (c) An approved special education subject area program shall require students to complete a course of study allowing the students to:
- (1) acquire knowledge of special education foundations. The course of study shall allow students to acquire the ability to:
 - (A) explain the relationship of special education to regular education;
 - (B) describe contributions of other disciplines to the identification, classification, treatment and education of exceptional pupils;
 - (C) identify contributors to the growth and improvement of special education knowledge and practices;
 - (D) describe types of instructional arrangements for exceptional pupils;
 - (E) explain the impact that state and national legislation, litigation and professional and parent organizations have upon the development of special education programs;
 - (F) describe the roles that teachers, other professionals and parents assume in providing instruction and other services for exceptional and nonexceptional pupils;
 - (G) explain commonalities and differences among special education areas in terms of etiology, diagnosis, characteristics, treatment/instructional approaches and post-school status;

- (H) explain the manner in which a code of ethical conduct applies to continued development of professional skills, responsibility for the welfare of those served, sharing knowledge with others and cooperative efforts with colleagues; and
- (I) describe ways to use past and present literature to improve performance as a professional special educator.
- (2) acquire knowledge of the concepts used to establish etiology, identify characteristics of exceptionality and select instructional and intervention strategies. The course of study shall allow students to acquire the ability to:
 - (A) describe procedures used to identify and classify variance from normal standards in social, communication, cognitive, motor and affective behaviors;
 - (B) describe contributions of familial, biological and environmental factors to the origins of variant behaviors;
 - (C) explain the procedures used to screen and diagnose, and the manner in which these are related to selection of an instructional and intervention plan;
 - (D) give examples of behavioral performance profiles; and
 - (E) compare the similarities and differences among instructional and intervention strategies and describe the basis for the selection of strategies and the manner in which the effectiveness of strategies is determined.
- (3) acquire the ability to apply and report the results of preinstructional assessment procedures. The course of study shall allow students to acquire the ability to:
 - (A) select and use formal and informal measurement instruments commensurate with a pupil's developmental level;
 - (B) score and interpret norm and criterion-referenced tests of academic achievement;
 - (C) modify or construct measurement devices when other instruments are not applicable;
 - (D) collect and analyze performance information through systematic observations and recordings of social and academic behaviors;
 - (E) use task analysis or similar procedures to determine the effectiveness of a pupil's problem-solving strategy;
 - (F) evaluate the impact of a present placement on a pupil's presenting problems; and
 - (G) present a report of assessment results.
- (4) acquire the ability to relate instructional content and media to pupil needs. The course of study shall allow students to acquire the ability to:
 - (A) select instructional content that enables pupils to acquire knowledge and skills in areas such as literacy, self-care, personal growth, career preparation and social competence;
 - (B) select media to attain instructional goals and objectives; and
 - (C) explain the relationship between pupil failure and inappropriate behavior, and content and media that are too easy or difficult.
- (5) acquire the ability to use assessment data to plan and implement instructional methodology. The course of study shall allow students to acquire the ability to:
 - (A) establish goals and objectives from assessment information;
 - (B) develop the scope and sequence of learning activities for pupil attainment of instructional goals and objectives;
 - (C) apply computer and related technology to instructional processes;
 - (D) vary instructional format and schedule to enhance pupil performance;
 - (E) select and apply specialized methods; and
 - (F) provide a pupil with information about performance results for the purpose of enhancing continued progress and the development of self-evaluation skills.
- (6) acquire the ability to plan learning environments. The course of study shall allow students to acquire the ability to:
 - (A) arrange the instructional setting to enhance pupil performance;
 - (B) ensure pupil access to necessary instructional media;
 - (C) designate areas for special pupil activities; and
 - (D) use visual displays consistent with instructional goals and objectives.



- (7) acquire knowledge of processes to establish constructive pupil-teacher and pupil-pupil interpersonal relationships. The course of study shall allow students to acquire the ability to:
- (A) explain the impact of cultural, social, affective and other pupil variables upon interpersonal relationships;
 - (B) describe methods to establish and maintain communication with a pupil;
 - (C) model behavior appropriate to specific circumstances, such as anger, affection, humor or honesty;
 - (D) explain how communication methods are used to support pupil efforts to achieve; and
 - (E) develop a plan to enable exceptional and nonexceptional pupils to understand that both groups have needs in common and needs that are unique to individuals.
- (8) acquire the ability to implement individual and group behavior management procedures. The course of study shall allow students to acquire the ability to:
- (A) observe and record pupil performance on instructional and related objectives;
 - (B) apply appropriate expectations and consequences for pupil performance;
 - (C) plan programs to increase appropriate and decrease inappropriate pupil behaviors; and
 - (D) involve pupils in the development of group and self-management plans.
- (9) acquire the ability to establish a program evaluation plan. The course of study shall allow students to acquire the ability to:
- (A) develop measurement strategies consistent with instructional objectives;
 - (B) calculate the effects of the program upon individual pupil performance and use them to determine total program effectiveness;
 - (C) use evaluation results to maintain or change an instructional program;
 - (D) communicate evaluation results to administrators, other teachers, parents and members of the community; and
 - (E) develop a system to follow the progress of pupils who no longer need special education and related services.
- (10) acquire knowledge of the principles related to development of cooperative and supportive relationships with colleagues. The course of study shall allow students to acquire the ability to:
- (A) model communication, consultation and problem-solving skills that can be used to provide regular and special educators with knowledge of instructional and management procedures for exceptional pupils;
 - (B) develop a plan to communicate program needs to others;
 - (C) describe the manner in which suggestions from others can be used for program improvement;
 - (D) explain procedures for planning and implementing staff development activities; and
 - (E) participate as a member of an inter-disciplinary team in activities related to planning, implementing and evaluating instructional and related programs for a pupil.
- (11) acquire knowledge of procedures to involve parents in planning and implementing instructional and related programs. The course of study shall allow students to acquire the ability to:
- (A) model consultation and communication skills that can be used in individual and group parent conferences;
 - (B) develop a plan to instruct parents in methods for implementing a home-based teaching and management plan for their child;
 - (C) locate and describe community services for exceptional pupils and their parents; and
 - (D) explain parental rights and responsibilities that are described in state and federal statutes and regulations.
- (12) acquire knowledge of general management, supervisory and regulatory functions. The course of study shall allow students to acquire the ability to:
- (A) describe the state special education plan to colleagues and members of the community;
 - (B) explain procedural due process rights to others;
 - (C) apply the knowledge and abilities required by paragraphs (3) through (9) of subsection (c) of this regulation in developing, implementing and evaluating an individualized education program;
 - (D) explain the role of paraprofessionals and volunteers in an instructional program; and

- (E) describe a local educational agency's policies and procedures for providing special education and related services.
- (13) acquire knowledge of procedures used in various instructional placements and the ability to describe operational variables or characteristics that discriminate among types of instructional placements. The types of instruction placements may include:
- (A) regular classroom;
 - (B) resource;
 - (C) self-contained;
 - (D) hospital and homebound;
 - (E) special school;
 - (F) residential center; or
 - (G) other instructional placements.
- (14) apply the knowledge and abilities required by paragraphs (1) through (13) of this regulation in a minimum of two of the placements common to the special education subject area.
- (d) Programs for applicants who choose to add a level to an existing provisional or full special education subject area endorsement or who choose to include an additional level in a plan of study for provisional or full endorsement in a special education subject area shall require students to complete a course of study allowing the students to:
- (1) acquire the ability to apply level-relevant knowledge and skills of the exceptionality area to level-associated curriculum and instructional methods. The course of study shall allow students to acquire the ability to:
 - (A) describe the impact of exceptionality upon cognitive, affective, social and motor domains;
 - (B) assess pupil performance before and after an instructional unit;
 - (C) plan instructional experiences that are appropriate in scope and sequence; and
 - (D) select instructional methods and media that function to increase pupil growth in knowledge and skills.
 - (2) apply the knowledge and abilities required by paragraphs (d)(1)(A) through (d)(1)(D) of this regulation in one of the placements common to the special education subject area at the level for which the endorsement is added. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1985; amended July 12, 1985; amended June 11, 1986; amended March 11, 1987; amended August 15, 1994.)*

SCHOOL SUPPORT PERSONNEL STANDARDS

91-1-131. School counselor.

- (a) Each applicant for a school counselor endorsement shall:
 - (1) Have successfully completed a state-approved graduate degree school counselor program that includes coursework and a supervised practicum at the level at which endorsement is sought;
 - (2) present documentation of two years of teaching experience and
 - (3) be recommended by a teacher education institution.
- (b) Provisional endorsement.
 - (1) A one-year provisional endorsement of school counselor shall be issued to an applicant who has:
 - (A) Completed a state-approved graduate degree school counselor program that includes coursework and a supervised practicum at the level for which endorsement is sought;
 - (B) completed one year of accredited teaching experience;
 - (C) been recommended by a teacher education institution; and
 - (D) arranged, with the recommending teacher education institution, for a one-year supervised field experience in school counseling.
 - (2) Upon completion of the one-year supervised field experience, the applicant shall be issued full endorsement upon submission of:
 - (A) An application;
 - (B) the appropriate fee; and
 - (C) the recommendation of the teacher education institution.
- (c) A state-approved school counselor program shall consist of a course of study allowing the students to:
 - (1) Demonstrate knowledge of the philosophical, historical and social foundations of contemporary educational and counseling practices, preparation standards and professional certification practices.
 - (2) Demonstrate knowledge of normal and abnormal developmental processes and of social, cultural, racial and ethnic differences by identifying how:
 - (A) Developmental tasks and life span psychology relate to behavioral and developmental patterns; and
 - (B) social, cultural, racial and ethnic differences effect development.
 - (3) Demonstrate an understanding of the theories which form the basis of developmental counseling and guidance programs by:
 - (A) Demonstrating knowledge of personality and learning theories as they apply to the classroom and life settings;
 - (B) demonstrating knowledge of counseling theory as it applies to case and crisis management; and
 - (C) demonstrating knowledge of theoretical concepts as they relate to the counseling interview, career exploration activities, decision-making, and student environment enhancement.
 - (4) Demonstrate knowledge of assessment tools used to gather data for interpretation in individual and group settings.
 - (5) Demonstrate knowledge of management and consultation skills necessary for curriculum development, program planning, management and evaluation by:
 - (A) Identifying effective leadership concepts, including those related to needs assessment, decision-making processes, program evaluation and the creation of appropriate program climate; and
 - (B) selecting and using referral sources and other services outside of the school setting.
 - (6) Demonstrate the ability to use counseling skills by:
 - (A) Utilizing counseling theory in case and crisis management;
 - (B) utilizing personality and learning theory in educational and life settings;
 - (C) utilizing theoretical concepts as they relate to the counseling interview, career exploration activities, and student environment enhancement; and,
 - (D) selecting, administering and interpreting assessment tools in individual, group and organizational evaluation.



- (c) This regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective January 8, 1982; amended May 1, 1986; amended July 1, 1989.)*

91-1-132a. School psychologist.

- (a) Each applicant for a school psychologist endorsement shall have completed a state-approved graduate degree program and a supervised internship in a local education agency under the supervision of a certified school psychologist and a teacher education institution, or have at least one school year of accredited experience in school psychology or its equivalent of two years, half-time.
- (b) A state-approved school psychologist program shall consist of a course of study requiring each student to demonstrate:
- (1) Knowledge of basic psychological principles, including:
 - (A) The relationship between biological principles and psychological functioning;
 - (B) the manner in which concepts of cultural diversity relate to an understanding of individuality;
 - (C) the difference between normal and abnormal child and adolescent behavior using developmental principles;
 - (D) techniques for identifying and diagnosing conditions of exceptionality;
 - (E) concepts and processes related to human learning;
 - (F) basic research methodology as applicable to school-related problems;
 - (G) the relationship between social setting and the psychological functioning of children and adolescents; and
 - (H) an understanding of statistical analysis;
 - (2) An understanding of the role of a school psychologist as a part of the educational team, including:
 - (A) Curriculum design and administrative organization in the education of normal and exceptional children;
 - (B) identifying and demonstrating an understanding of selected instructional and remedial techniques;
 - (C) the culture, organization, and operation of schools; and
 - (D) the influence of federal, state and local laws and regulations on education.
 - (3) Knowledge of learning difficulties and appropriate assessment strategies, including the ability to:
 - (A) Conduct comprehensive psycho-educational assessments;
 - (B) write complete and comprehensive psychological reports; and
 - (C) describe and demonstrate skills in the use of observational techniques, multi-disciplinary resources, and informal data collection;
 - (4) The ability to develop and implement intervention strategies to deal with educational and psychological problems manifested by children in schools, including the ability to:
 - (A) Design and implement programs to deal with group and individual problems which interfere with the learning process;
 - (B) participate in interpersonal communication activities to build consultative relations with children, parents, educators, and others;
 - (C) participate in interpersonal communication activities to collaborate with others in developing appropriate individualized education programs which include utilization of psychological information;
 - (D) identify and describe special schools, special services and other agencies which provide resources; and
 - (E) demonstrate skills in individual and group counseling;
 - (5) The ability to use evaluation strategies to establish the effectiveness of educational programs in meeting the needs of school children;
 - (6) Knowledge of professional issues, standards, and ethics in school psychology, including:
 - (A) The ethical and professional standards for psychologists and school psychologists;
 - (B) the relationship between laws and court decisions and the practice of school psychology;
 - (C) different models, concepts and current issues concerning the practice of school psychology; and

- (D) state department of education regulatory documents and guidelines pertaining to the practice of school psychology.
- (7) The skills necessary for effective functioning as a student school psychologist in a supervised practicum in a school setting, including the ability to:
 - (A) Perform the various tasks of a student school psychologist utilizing the competencies above;
 - (B) demonstrate appropriate ethical and professional standards in school psychology; and
 - (C) complete an approved work experience program involving all levels of education, preschool through secondary. At least part of the approved work experience shall be obtained in a school setting;
- (8) The ability to function effectively as a professional school psychologist in a supervised, full-time internship for one academic year, including the ability to:
 - (A) Demonstrate ability to assume full responsibility as a practicing school psychologist;
 - (B) demonstrate appropriate ethical and professional standards in school psychology; and
 - (C) complete an approved work experience with all levels of education, preschool through secondary, and provide a full range of services and educational experiences for exceptional and regular children. At least 50% of the approved work experience shall be in a school setting.
- (c) Provisional endorsement.
 - (1) Individuals who have completed a state-approved graduate degree school psychologist program shall be eligible for a one-year provisional endorsement during the internship period upon the recommendation of the teacher education institution.
 - (2) Renewal of a provisional endorsement shall be granted on a yearly basis upon submission of an application and fee. The provisional endorsement shall be converted to a full endorsement upon completion of one school year of a full-time supervised internship in school psychology or two consecutive school years of a half-time supervised internship and the recommendation of the teacher education institution.
 - (3) Individuals holding the provisional endorsement shall be authorized to serve only as a school psychologist in an internship capacity. *(Authorized by and implementing Article 6, Section 2(a), of the Kansas Constitution; effective May 1, 1985; amended June 1, 1988; amended September 3, 1990.)*

91-1-137a. School Audiologist.

- (a) Each applicant for a school audiologist endorsement at the preschool, elementary, middle and secondary levels shall have earned a graduate degree in communication disorders with an emphasis in audiology, shall have completed a state-approved program in audiology, and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to:
 - (1) Acquire knowledge of normal and abnormal development of speech, language, and hearing. The course of study shall allow students to acquire the ability to:
 - (A) identify and explain the normal sequence of speech, language, and hearing development and criteria for identification of abnormal speech, language or hearing development; and
 - (B) identify and explain basic anatomy, neurology, and physiology of the normal and pathologic communicative mechanism.
 - (2) Acquire knowledge of laws and standards of regular and special education. The course of study shall allow students to acquire the ability to:
 - (A) explain the mandates and standards of federal, state and local laws and the procedures for due process safeguards as they pertain to hearing disorders; and
 - (B) explain the philosophy and principle of public education.
 - (3) Acquire the ability to plan, implement, and supervise an efficient and effective hearing screening program. The course of study shall allow students to acquire the ability to:
 - (A) select, explain, and utilize materials, equipment and procedures for screening which are appropriate to the age and setting; and
 - (B) record and interpret screening results, and make appropriate decisions for diagnostic testing.
 - (4) Acquire the ability to comprehensively evaluate hearing problems. The course of study shall allow students to acquire the ability to:

- (A) identify and select diagnostic instruments and procedures that are appropriate for the age level and setting;
 - (B) administer and interpret tests of pure-tone audiometry and speech audiometry using appropriate masking;
 - (C) administer and interpret tests of middle ear function of acoustic emittance;
 - (D) administer and interpret an appropriate battery of special auditory tests for pseudohypoacusis, central auditory processing abilities, and site-of-lesion;
 - (E) administer an efficient battery of tests for the determination of need for amplification or appropriateness of existing amplification and for making necessary recommendations;
 - (F) administer an appropriate battery of tests for the purpose of recommending or fitting hearing aid devices;
 - (G) communicate diagnostic results to parents, teachers, and other appropriate professionals; and
 - (H) make appropriate referrals as needed.
- (5) Acquire the ability to plan and conduct effective habilitation/rehabilitation sessions for individuals with hearing disorders. The course of study shall allow students to acquire the ability to:
- (A) provide appropriate information to be included in an individual education plan during participation in a multidisciplinary team conference;
 - (B) select, utilize, and place in sequence materials appropriate to age and skill level;
 - (C) plan and implement programs of speech reading and auditory training;
 - (D) make appropriate management decisions based upon regular assessment of individual performance and progress;
 - (E) evaluate the acoustical effectiveness of a classroom;
 - (F) communicate goals and techniques to parents, teachers, and other appropriate professionals; and
 - (G) coordinate a hearing aid and auditory trainer monitoring program involving parents, teachers, and other appropriate professionals.
- (6) Acquire the ability to function in the roles of educator, evaluator, resource person, consultant and referral source. The course of study shall allow students to acquire the ability to:
- (A) interact professionally with parents and other professionals, including paraprofessionals;
 - (B) explain the manner in which audiology services fit into the school setting and community;
 - (C) present organized oral, written, and visual materials which convey ideas to pupils, parents, colleagues, and others;
 - (D) provide preventive information on ear protection to students, parents, and teachers;
 - (E) conduct an assessment of the strengths and weaknesses of a given district's hearing identification and conservation program; and
 - (F) conduct a self-assessment of performance for continued professional growth and development.
- (c) This regulation shall take effect on and after May 1, 1987. *(Authorized by, and implementing, Kansas Constitution Article 6, Section 2(a); effective May 1, 1985.)*

91-1-138a. School social worker.

- (a) Each applicant for a school social worker endorsement at the preschool, elementary, middle and secondary levels shall have successfully completed a state-approved graduate degree program in the field of school social work and shall be recommended by an educational institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to:
 - (1) Acquire an understanding of the role and function of a professional school social worker, including the relationship of the school social worker to other professional school personnel and community organizations and agencies. The course of study shall allow students to acquire the ability to:
 - (A) conduct and write comprehensive social assessments of individual students, their families, and factors in the school or community that impact on the student's functioning in school;
 - (B) apply skills in direct observation of referred students and their families;
 - (C) use a variety of resources for informal data collection regarding a student's functioning in a wide range of circumstances;

- (D) develop and maintain skills that increase the social worker's initiative and effectiveness in working in a school setting;
 - (E) use effective oral and written communication skills in working with parents, school personnel and staff of other agencies;
 - (F) interpret school policies and regulations in relation to their effect on the school social work role in the school setting;
 - (G) develop and use a variety of intervention methods in individual, group, family counseling and crisis management;
 - (H) consult and collaborate with parents, teachers and professional staff within the school and other agencies;
 - (I) help parents alleviate adverse conditions that lead to impaired functioning in their children;
 - (J) utilize various techniques, such as behavior management, visual aids, art therapy and play therapy, when working with students and their families;
 - (K) identify available referral services;
 - (L) assist parents in understanding the role and function of other school personnel, in interpreting data, in collaborating effectively when writing individual education plans and in implementing interventions strategies; and
 - (M) understand and communicate to students and parents their rights and responsibilities in terms of school policies and local, state and federal laws and regulations.
- (2) Understand education as an institution and its relationships to the community. The course of study shall allow students to acquire the ability to:
- (A) analyze the effects of significant past and recent changes in instruction and curriculum areas on the development of education, including the relationship of special education to regular education;
 - (B) describe the impact of state and national legislation and regulations on the development of education, including child welfare laws and laws for handicapped students; and
 - (C) identify local community standards, mores, and expectations that affect community members' perspectives about the school.
- (3) Apply the principles of child and adolescent development as related to the learning process. The course of study shall allow students to acquire the ability to:
- (A) describe factors in family relationships and family dynamics that affect child development;
 - (B) differentiate between normal and abnormal child and adolescent development characteristics;
 - (C) identify cultural, racial, ethnic, religious and gender factors that affect development of the child; and
 - (D) describe the concepts and processes related to learning.
- (4) Describe the causes and effects of stress, disability, disease, deprivation and substance abuse on human behavior and development. The course of study shall allow students to acquire the ability to:
- (A) examine exceptionalities in students caused by disease or disability as related to learning characteristics, social behavior, family diagnosis and program options; and
 - (B) describe the effect of various chemical substances on behavior.
- (5) Evaluate, interpret and perform research with specific application to community, family, and student problems. The course of study shall allow students to acquire the ability to:
- (A) identify and analyze current criticisms of the public school and the effectiveness of the school's responses to the criticisms;
 - (B) apply various measurement procedures as a component part of individual and group problem-solving;
 - (C) apply contemporary research after analyzing the appropriateness of the research as a means of intervention in various situations; and
 - (D) apply the results of measurement and evaluation for the purpose of modifying the interventions.
- (6) Acquire skills in program development, implementation, and evaluation. The course of study shall allow students to acquire the ability to:

- (A) apply formal measures for evaluation of the impact of a school social work program;
 - (B) organize the school social work program through setting and implementing priorities, goals, and tasks;
 - (C) communicate clearly, and in appropriate form, the results of program evaluation and identification of program needs;
 - (D) design a new school social work program for students, their parents, or school personnel based on needs assessments, evaluation of existing programs, and analysis of research; and
 - (E) identify and communicate staff training needs.
- (7) Acquire knowledge of organizational development and conflict management and resolution. The course of study shall allow students to acquire the ability to:
- (A) describe techniques for negotiating with staff in other agencies to change or remove barriers that prevent students and their parents from utilizing the resources involved; and
 - (B) develop resources for students and their parents.
- (8) Apply professional standards and ethics related to the practice of school social work. The course of study shall allow students to acquire the ability to:
- (A) understand and apply appropriate ethical standards in delivery of social work services; and
 - (B) demonstrate accountability through maintenance of adequate records that document effective and ethical social work activities.
- (c) This regulation shall take effect on and after May 1, 1987. *(Authorized by, and implementing, Kansas Constitution Article 6, Section 2(a); effective May 1, 1985.)*

91-1-140a. Reading specialist.

- (a) Each applicant for a reading specialist endorsement at the elementary or secondary level of instruction shall have successfully completed a graduate level state approved program, two years of teaching experience and shall be recommended by a teacher education institution.
- (b) Approved programs shall enable students to:
- (1) Demonstrate understanding of the learning process as it applies to learning to read by:
 - (A) identifying and explaining major principles of learning and how they apply to the teaching of reading;
 - (B) describing the cognitive development of a learner and its implications for the teaching of reading;
 - (C) identifying and defining major areas of the reading curriculum such as language-based reading, content area reading, and developmental and remedial reading instruction; and
 - (D) stating instructional goals and objectives appropriate for children at various stages of reading development;
 - (2) Demonstrate understanding of the nature and development of language as it relates to reading and reading instruction by:
 - (A) describing the developmental stages of language acquisition;
 - (B) describing the interactive process of experience base and language growth;
 - (C) describing language capability as an underlying aspect of reading and reading instruction; and
 - (D) explaining the relationship of reading, as a means of communication, to the other language arts;
 - (3) Demonstrate understanding of appropriate selection and management of materials by:
 - (A) identifying and describing types of instructional materials and equipment;
 - (B) justifying selection of materials for use with individual children; and
 - (C) explaining strategies for management of reading materials;
 - (4) Demonstrate knowledge of materials and strategies used to motivate pupils to read widely by:
 - (A) demonstrating knowledge of a variety of books and other print media that can be used to encourage reading;
 - (B) describing strategies that promote enjoyment of reading;
 - (C) describing techniques for assessing pupils' reading attitudes and interest; and
 - (D) describing procedures for selecting enrichment reading materials for pupils on the basis of interest and ability;



- (5) Demonstrate understanding of diagnostic principles and procedures by:
 - (A) demonstrating knowledge of methods for selection of appropriate instruments for use with a specific learner;
 - (B) demonstrating knowledge of the administration of formal and informal assessment instruments;
 - (C) demonstrating ability to identify appropriate referrals for additional testing as needed;
 - (D) demonstrating ability to synthesize and interpret available data; and
 - (E) demonstrating ability to communicate assessment results, including the ability to select appropriate format;
- (6) Demonstrate understanding of instructional principles and procedures related to diagnosed needs of pupils by:
 - (A) describing instructional strategies typically employed in the teaching of word attack, vocabulary development, comprehension, study skills, and content area reading; and
 - (B) demonstrating knowledge of proper use of assessment data to make instructional recommendations;
- (7) Demonstrate ability to carry out the diagnostic-remediation process with a pupil perceived to have reading difficulties by:
 - (A) demonstrating the ability to select and administer appropriate diagnostic instruments;
 - (B) demonstrating ability to score and interpret appropriate diagnostic instruments;
 - (C) demonstrating ability to synthesize and report diagnostic findings;
 - (D) demonstrating ability to prescribe appropriate instructional methods and materials based on diagnostic findings; and
 - (E) demonstrating ability to implement prescribed instructional methods and to use prescribed materials in a practicum setting.
- (c) This regulation shall take effect on and after May 1, 1986. *(Authorized by, and implementing, Kans. Const. Art. 6, Sect. 2(a); effective May 1, 1984.)*

91-1-65. School nurse endorsement.

- (a) A school nurse endorsement, valid for three (3) years, shall be issued to applicants who have:
 - (1) A Kansas license as a registered professional nurse;
 - (2) One (1) year of successful experience as a registered professional nurse, or completion of a practicum in school nursing; and
 - (3) Filed, with the employing school district, an educational plan based upon competencies identified in S.B.R. 91-1-111a.
- (b) Renewal requirements for the school nurse endorsement.
 - (1) A school nurse endorsement shall be renewed for three (3) years, if the applicant files with the state board of education:
 - (A) Verification by the district school administrator of the employing district that progress has been made on the educational plan, and
 - (B) A recommendation for renewal from the district school administrator of the employing school district.
 - (2) The holder of a three (3) year school nurse endorsement shall be issued a five (5) year school nurse endorsement upon showing evidence of:
 - (A) Completion of a program in school nursing approved by the state board of education, and
 - (B) Recommendation for certification by the institution where the program was completed.
 - (3) Subsequent renewal of a five (5) year endorsement shall require:
 - (A) Completion of an educational plan, and
 - (B) A recommendation for renewal from the district school administrator of the employing school district.
- (c) School nurse endorsement, provisional or standard, issued prior to May, 1982, shall be renewed under these amended provisions. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended effective (temporary) July 9, 1982; (permanent) May 1, 1983.)*

91-1-67. School nurse substitute endorsement.

- (a) To obtain a school nurse substitute endorsement, valid for a three (3) year period and limited to ninety (90) days in any one (1) school year, the applicant shall have:
 - (1) A Kansas license as a registered professional nurse; and
 - (2) A letter from the employing official of the school district in which the applicant is to practice, requesting that the endorsement be issued.
- (b) To renew a school nurse substitute endorsement, the applicant shall have a recommendation for renewal by the employing official of the school district in which the applicant is to practice.
- (c) There shall be no limit on the number of times a school nurse substitute endorsement may be renewed. *(Authorized by Article 6, Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982.)*

91-1-111a. School nurse.

- (a) Each applicant for a school nurse endorsement at the elementary and secondary levels shall be licensed, in Kansas, as a registered professional nurse, shall have successfully completed a state approved school nurse program, and shall be recommended by a teacher education institution.
- (b) Approved programs shall enable students to:
 - (1) Demonstrate the ability to administer and coordinate school nursing services by:
 - (A) Explaining school administrative hierarchy at local and state levels;
 - (B) explaining the philosophy for the provision of health services in the school setting;
 - (C) discussing principles of health care management in the school setting; and
 - (D) identifying the role of the nurse in relationship to other school personnel;
 - (2) Demonstrate the ability to perform health appraisal and screening techniques by:
 - (A) Identifying, explaining and demonstrating screening techniques, such as, hearing, vision, and scoliosis screening techniques;
 - (B) identifying, explaining and demonstrating health appraisal techniques, such as health history and physical assessment;
 - (C) demonstrating the ability to evaluate health appraisal and screening results; and
 - (D) developing and interpreting health plans for nursing intervention after health appraisal and screening.
 - (3) Demonstrate the ability to apply the components necessary for mental health assessment by:
 - (A) Describing basic mental health concepts in the areas of mental retardation, perceptual handicaps, emotional disorders, and learning problems;
 - (B) describing human adaptation technological, cultural, and social changes; and
 - (C) utilizing health guidance and counseling techniques, such as, communication and interviewing skills for nursing intervention.
 - (4) Recognize that the use of community resources is a component of the nursing services provided to families by:
 - (A) Identifying city, county, state, and federally and private agency resources available to assist families in meeting their needs; and
 - (B) demonstrating the ability to utilize resources for referral and follow up with families;
 - (5) Demonstrate the ability to assist in the process of identification of and intervention with the exceptional child by:
 - (A) Explaining nursing appraisal as it relates to the exceptional child; and
 - (B) demonstrating the ability to develop, implement and evaluate a plan for nursing intervention.
 - (6) Demonstrate the ability to utilize health guidance and counseling techniques with individuals and groups by:
 - (A) Identifying health guidance and counseling techniques, such as, establishing rapport, information exchange, active listening, feedback, and role playing;
 - (B) explaining approaches used in health counseling, based upon the identified needs of individuals, small group or the family; and
 - (C) demonstrating and evaluating the effectiveness of health and counseling techniques and evaluating the effectiveness of those techniques.

- (7) Demonstrate the skills and knowledge necessary for participation in the development and implementation of health education curricula by:
 - (A) Understanding the role and responsibility of the nurse in regard to school curriculum;
 - (B) assessing the need for health education through data collection and analysis;
 - (C) identifying strategies to implement health education; and
 - (D) evaluating the effectiveness of the nurse's role in health education.
 - (8) Demonstrate the ability to assess the health and safety environment of the school by:
 - (A) Demonstrating knowledge of health laws and standards as they relate to the school environment;
 - (B) discussing health and safety standards in the school setting as they relate to the health of pupils and school personnel; and
 - (C) collaborating in the evaluation of the health and safety status of the school environment.
 - (9) Demonstrate the ability to identify the school as a social institution by:
 - (A) Discussing the role of the school as a major social institution; and
 - (B) explaining how community expectations affect the role and responsibility of the school.
 - (10) Demonstrate skill in applying knowledge of school nurse services through participation in a directed field experience. The students shall be able to assume and perform the responsibilities of the school nurse in a school setting.
- (c) This regulation shall take effect on and after May 1, 1986. *(Authorized by, and implementing, Kans. Const. Art. 6, Sect. 2(a); effective May 1, 1984.)*

91-1-135a. Speech-Language Pathologist.

- (a) Each applicant for a speech-language pathologist endorsement at the preschool, elementary, middle and secondary levels shall have earned a graduate degree in communication disorders with emphasis in speech-language pathology, shall have completed a state-approved program in speech-language pathology, and shall be recommended by a teacher education institution.
- (b) Approved programs shall require students to complete a course of study allowing the students to:
 - (1) Acquire knowledge of normal and abnormal development of speech, language, and hearing. The course of study shall allow students to acquire the ability to:
 - (A) identify and explain the normal and the abnormal sequences of speech, language, and hearing development; and
 - (B) identify and explain basic anatomy, neurology, and physiology of the normal and pathologic communicative mechanism.
 - (2) Acquire knowledge of laws and standards of regular and special education. The course of study shall allow students to acquire the ability to:
 - (A) explain the mandates and standards of federal, state, and local laws and the procedures for due process safeguards as they pertain to speech-language pathology; and
 - (B) explain the philosophy and principles of public education.
 - (3) Acquire the ability to plan and implement an efficient and effective speech-language-hearing screening program. The course of study shall allow students to acquire the ability to:
 - (A) identify and select procedures for screening articulation, language, voice, fluency, and hearing which are appropriate to the age and setting;
 - (B) demonstrate ability to screen for disorders of articulation, language, voice, fluency, and hearing; and
 - (C) demonstrate ability to interpret screening results and make appropriate decisions for diagnostic testing.
 - (4) Acquire the ability to diagnose speech and language problems. The course of study shall allow students to acquire the ability to:
 - (A) administer oral mechanism examinations and diagnostic tests of articulation, language, voice, fluency, and hearing thresholds;
 - (B) interpret results, record results in confidential records, and communicate diagnostic information to parents and other appropriate professionals; and
 - (C) make appropriate referrals for additional testing.

- (5) Acquire knowledge of case selection and planning procedures. The course of study shall allow students to acquire the ability to:
- (A) explain procedures for selecting caseload based upon eligibility criteria established by a school district;
 - (B) describe procedures for selecting a delivery model appropriate to the needs of the individual to be served;
 - (C) utilize diagnostic information to determine long-term and short-term objectives; and
 - (D) write an appropriate individualized education plan for communicatively handicapped children and communicate the plan in a multi-disciplinary team conference.
- (6) Acquire the ability to use appropriate instructional materials and equipment. The course of study shall allow students to acquire the ability to:
- (A) utilize special equipment and materials appropriate to the individuals interests, abilities, and age levels;
 - (B) utilize commercial materials, make new materials, evaluate and adapt materials as needed; and
 - (C) present organized oral, written, and visual materials which convey ideas to pupils, parents, colleagues, and others as appropriate.
- (7) Acquire the ability to conduct effective management therapy sessions for disorders of articulation, language, voice, fluency, hearing or combination of these disorders. The course of study shall allow students to acquire the ability to:
- (A) clearly communicate and provide rationale for management goals and techniques to parents, teachers, and members of a multi-disciplinary team;
 - (B) place in sequence and utilize management procedures appropriate to the age level and skill level;
 - (C) establish and maintain good rapport with the individual and demonstrate ability to manage the behavior disorders;
 - (D) recognize correct and incorrect responses and provide appropriate and consistent reinforcement;
 - (E) make appropriate management decisions based on continual assessment and carry-over of the individual's performance and progress; and
 - (F) identify dismissal criteria and follow-up procedures for each disorder.
- (8) Acquire the ability to function in the professional roles of educator, resource person, consultant, and a referral source. The course of study shall allow students to acquire the ability to:
- (A) interact professionally with parents, professionals and paraprofessionals;
 - (B) disseminate information about the manner in which speech-language pathology services fit into the school setting and community;
 - (C) conduct an assessment of the strengths and weaknesses of a given district's communication disorders program; and
 - (D) conduct a self-assessment of performance and continue professional growth and development.
- (c) This regulation shall take effect on and after May 1, 1987. *(Authorized by, and implementing, Kansas Constitution Article 6, Section 2(a); effective May 1, 1985.)*

91-1-107a. Library media.

- (a) Each applicant for a library media endorsement shall have completed a state-approved library media program which includes graduate level coursework, shall have a valid teaching certificate and shall be recommended by a teacher education institution.
- (b) Provisional endorsement.
 - (l) For any application for a provisional endorsement made prior to July 1, 1992, an applicant shall be issued an initial one-year provisional library media endorsement if the applicant:
 - (A) Has a valid teaching certificate;
 - (B) has on file at a teacher education institution, a deficiency plan to complete a state-approved library media program; and

- (C) has submitted a statement, from the teacher education institution at which the deficiency plan is filed, verifying that the applicant has completed a minimum of 12 semester hours in a state-approved library media program.
- (2) A provisional endorsement issued under paragraph (1) of this subsection may be renewed for three additional one-year periods, if the applicant submits annually:
 - (A) An application for renewal; and
 - (B) a statement, from the teacher education institution at which the deficiency plan is filed, verifying that progress has been made toward completing the state-approved program.
- (c) A state-approved library media program shall consist of a course of study allowing the students to:
 - (1) Recognize that the school library media program is an integral part of the educational process and recognize the manner in which it contributes to the achievement of school and district educational goals and objectives by:
 - (A) Demonstrating an ability to analyze the information needs of the school community; and
 - (B) writing goals for the school library media program that are stated in terms of local, state, regional, and national guidelines, that reflect the community analysis and that include the media program as an integral part of the school's total educational program.
 - (2) Recognize that planning is a cooperative effort of district and school library media specialists working with educational staff, students, and other users of library media resources. Each student shall be able to list ways to plan with teachers, administrators, and other library media specialists for a sequential, curriculum-related program of library media instruction.
 - (3) Demonstrate communication skills necessary to interpret the role of the school library media program to students, teachers, administrators, and the community by:
 - (A) identifying the role, the users, and user needs of the school library media center; and
 - (B) identifying and exhibiting communication skills required for successful library media programs.
 - (4) Demonstrate managerial competencies required for fulfilling the responsibilities of the library media specialist by:
 - (A) Developing policies and procedures for operating a school library media center; and
 - (B) writing job descriptions for library media specialist, aide, clerk, student, and volunteer.
 - (5) Demonstrate knowledge of facilities planning and design of school library media centers for optimum utilization. The student shall be able to design a library media center plan which shows adequate and appropriate types of space, equipment, furniture, storage, electrical resources, and safety regulations necessary to provide for maximum use and accessibility by users, including the handicapped.
 - (6) Demonstrate knowledge of long and short-range budget plans for the library media program by:
 - (A) Designing, developing and writing budgetary proposals to support the school library media program, utilizing funding from local, state, and national sources;
 - (B) developing budgets that include funding requests and allocations for the acquisition, maintenance, repair, and replacement of materials, equipment, and supplies to support maximum utilization of the school library media program; and
 - (C) identifying sources of grants and writing grant proposals.
 - (7) Recognize that evaluation is a continuous process to determine the effectiveness of the school library media program in the context of the school and district educational goals and objectives. The student shall be able to design a plan for continuous evaluation of the effectiveness of the school media program in achieving stated objectives.
 - (8) Demonstrate ability to assist the administration in the promotion of staff development so that the staff and administration will be committed to using the school library media staff, center, and collection as an integral part of instruction. The student shall be able to identify ways the school library media center can assist teachers in curriculum and lesson planning.
 - (9) Demonstrate an awareness of existing legal framework regarding the right of access to information by students and teachers by:
 - (A) Demonstrating skills in preparing a selection policy which includes procedures to be used for challenged materials;
 - (B) explaining how community standards can influence intellectual freedom; and

- (C) demonstrating awareness of copyright laws and the restrictions placed on producing, duplicating, and copying media by these laws.
- (10) Recognize the interdependence of all types of libraries by:
- (A) Explaining the use of library networking to meet needs for additional materials not a part of the school library media program; and
- (B) demonstrating knowledge of area educational cooperatives and their resources.
- (11) Demonstrate knowledge of the importance of the various technologies of instruction by:
- (A) Demonstrating an understanding of the role of technology, including microcomputers, telecommunications, data bases, and information networks, in curriculum development; and
- (B) describing the potential uses of new technology in education and its relation to curriculum.
- (12) Recognize that the school library media specialist acts as a co-designer of curriculum and teaching strategies at building and district levels by:
- (A) Demonstrating knowledge of curriculum at the level library media certification is sought;
- (B) demonstrating knowledge of instructional design and curriculum development concepts so that the specialist can work with teachers in creating media for use in the curriculum; and
- (C) designing and producing instructional units.
- (13) Recognize that a school's media collection represents the essential informational base of the instructional program, and that this collection is based upon organization, collection development, utilization, and evaluation, by:
- (A) Demonstrating knowledge of methods of media organization;
- (B) demonstrating knowledge of curriculum and applying this knowledge to the selection of all types of media;
- (C) recognizing and utilizing bibliographic tools and other sources that provide information and current reviews of media;
- (D) demonstrating knowledge of literature for children and young adults;
- (E) demonstrating ability to write specifications for equipment based on stated needs of the curriculum user;
- (F) demonstrating an awareness of trends in publishing;
- (G) demonstrating knowledge of publishing sources, producers, suppliers, and related technical terminology which is necessary in evaluating and selecting instructional equipment;
- (H) identifying reading and interest levels of users of the school library media program;
- (I) teaching skills necessary for retrieval of information and the utilization of materials and equipment in a sequential curriculum-related program of library media instruction that will further lifelong learning; and
- (J) designing evaluation tools to assess utilization of materials and equipment.
- (14) Recognize the essential contribution of media to the curriculum process by:
- (A) Operating commonly used production equipment;
- (B) developing and producing media;
- (C) teaching media production skills; and
- (D) demonstrating effective use of locally produced and commercially produced media in teaching and learning strategies.
- (15) Demonstrate an understanding of the principles of learning and research as they apply to educational technologies by:
- (A) Demonstrating knowledge of current learning theories; and
- (B) demonstrating knowledge of research in educational technologies.
- (16) Recognize the need for continued professional growth by:
- (A) Recognizing the need for self-evaluation;
- (B) demonstrating knowledge of sources for continuing education; and
- (C) demonstrating knowledge of the importance of participation in the various professional organizations at the local, state, regional and national levels.
- (d) This regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1984; amended June 1, 1988; amended July 1, 1989.)*

ARTICLE 19—STUDENT TEACHERS

91-19-1. Definitions.

- (a) "Student teacher" means a student who has been issued a student teacher certificate by a teacher education institution to assume teaching responsibilities in an accredited or approved Kansas educational agency under the supervision of a cooperating teacher.
- (b) "Cooperating teacher" means a certified staff member of an accredited or approved educational agency to whom a student teacher has been assigned, and who is performing assigned duties in supervising and instructing the student teacher in actual teaching experiences with pupils.
- (c) "Teacher education institution" means a college or university engaged in teacher preparation and accredited by the state board of education or a state authorized agency of the state in which the institution is located.
- (d) "Approved educational agency" means an early childhood agency or an interlocal agency which has been granted approved status by the state board of education.
- (e) This rule and regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective January 1, 1971; amended May 1, 1979; amended July 1, 1989.)*

91-19-2. Student teacher certification.

- (a) Each individual serving as a student teacher in an accredited or approved educational agency in Kansas shall hold a valid student teacher certificate.
- (b) Issuance of student teacher certificates. Student teacher certificates shall be issued only to students who have fulfilled the requirements of the teacher education institution and have been recommended by the designated official responsible for teacher education at the teacher education institution. Only teacher education institutions shall issue student teacher certificates.
- (c) Provision and filing of certificates. The state board of education shall provide student teacher certificate forms to teacher education institutions. Each student teacher serving in an accredited or approved educational agency shall file a valid student teacher certificate in the office of the administrator of the accredited or approved educational agency. The certificate shall be returned to the student teacher upon completion of the student teaching assignment. A copy of the student teacher certificate shall be filed with the state board of education and with the teacher education institution.
- (d) Form of certificate. The form of the student teacher certificate shall be as prescribed by the state board.
- (e) This rule and regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)*

91-19-6. Student teacher contracts, liabilities and responsibilities.

- (a) Necessity for written contracts. Persons certified for student teaching shall engage in student teaching only in educational agencies which are accredited or approved by the state board of education and which have entered into a written contract with a teacher education institution. The contract shall set out all of the arrangements made between the teacher education institution and the cooperating accredited or approved educational agency.
- (b) Assignment of student teachers. Only teacher education institutions shall assign student teachers to cooperating accredited or approved educational agencies for the purpose of student teaching.
- (c) Student teacher responsibilities. Accredited or approved educational agency administrators and cooperating teachers to whom the student teachers are assigned, in cooperation with the designated officials of the teacher education institution and in conformity with the terms of the contract required by this rule and regulation, shall determine when and to what extent student teachers shall assume responsibilities or enter into teaching activities in the assigned accredited or approved educational agency.
- (d) Supervision of student teachers. Student teachers shall be under the supervision of cooperating teachers and administrators of the accredited or approved educational agencies to which they are assigned, and shall not be expected to assume tasks or responsibilities not generally assigned to teachers.

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- (e) Compensation prohibited. No compensation shall be paid to student teachers performing assignments under contracts as provided in this rule and regulation.
 - (f) Student teachers prohibited from serving as regular or substitute teachers. Certified student teachers shall be prohibited from serving as regular or substitute teachers in Kansas accredited or approved educational agencies.
 - (g) This rule and regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)*

KANSAS ACCREDITED COLLEGES AND UNIVERSITIES WITH APPROVED TEACHER EDUCATION PROGRAMS

Kansas Universities

Emporia State University, Emporia
Fort Hays State University, Hays
Kansas State University, Manhattan
Pittsburg State University, Pittsburg
University of Kansas, Lawrence
Wichita State University, Wichita

Kansas Municipal Universities

Washburn University, Topeka

Kansas Independent Colleges and Universities

Baker University, Baldwin
Benedictine College, Atchison
Bethany College, Lindsborg
Bethel College, North Newton
Friends University, Wichita
Haskell Indian Nations University
Kansas Wesleyan University, Salina
McPherson College, McPherson
MidAmerica Nazarene University, Olathe
Newman University, Wichita
Ottawa University, Ottawa
Saint Mary College, Leavenworth
Southwestern College, Winfield
Sterling College, Sterling
Tabor College, Hillsboro

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

STATE TEACHER CERTIFICATION OFFICES IN THE U.S.

Alabama

Certification Office
5201 Gordon Pearsons Building
PO Box 302101
Montgomery, AL 36160-2102
334-242-9560
www.alsde.edu/tcert/tcert.htm

Alaska

Teacher Education and Certification
Division of Administrative Services
Alaska Department of Education
810 West 10th Street, Suite 100
Juneau, AK 99801-1894
907-465-2831
www.educ.state.ak.us/

Arizona

Teacher Certification Unit
Department of Education
1535 West Jefferson
Phoenix, AZ 85007
602-542-4367
www.ed.arizona.edu

Arkansas

Teacher Education and Licensure
Department of Education
#4 State Capitol Mall
Rooms 106B/107B
Little Rock, AR 72201
501-682-4344
www.arkedu.state.ar.us/

California

Commission of Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814-4213
916-445-7254/7256
www.ctc.ca.gov/

Colorado

Educator Licensing Unit
201 E. Colfax Avenue, Room 105
Denver, CO 80203
303-866-6628
<http://cde.state.co.us/>

Connecticut

Connecticut State Department of Education
Bureau of Certification PO Box 150471
Room 243
Hartford, CT 06115-0471
860-566-5201
www.state.ct.us/sde/cert/index.htm

Delaware

Office of Certification
Department of Public Instruction
Townsend Building, P.O. Box 1402
Dover, DE 19903
302-739-4686/1-888-759-9133

Department of Defense Dependents School

Certification Coordinator
Department of Defense Dependents Schools
2461 Eisenhower Avenue
Alexandria, VA 22331-1100
703-696-3081 x2641

District of Columbia

Director, Dept. of Certification and Accreditation
415 12th Street, NW, Room 1013
Washington, DC 20004
202-724-4246/1-800-433-3277

Florida

Florida Department of Education
Bureau of Teacher Certification
Suite 201, Turlington Building
325 West Maines Street
Tallahassee, FL 32399-0400
850-488-2317
www.firm.edu/doc/menu/teacher.htm

Georgia

Georgia Professional Standards Commission
Certification Section
1454 Twin Towers East
Atlanta, GA 30334
404-657-1313

Hawaii

Office of Personnel Services
Department of Education
P.O. Box 2360
Honolulu, HI 96804
808-586-3269
www.k12.hi.us/#teach

Idaho

Teacher Education and Certification
Department of Education
Len B. Jordan Office Building
Boise, ID 83720
208-332-6884

Illinois

Teacher Certification Board
100 North First Street
Springfield, IL 62777
207-782-2805/1-800-845-8749
www.isbe.state.il.us/isbesites/teacher/

Indiana

Indiana Professional Standards Board
251 East Ohio Street
Indianapolis, IN 46204
317-232-9010
www.state.in.us/psb/

Iowa

Teacher Education and Certification
Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
515-281-3245

Kansas

State Department of Education
Certification and Teacher Education
120 SE 10th Avenue
Topeka, KS 66612-1182
785-296-2288
www.ksbe.state.ks.us/cert/cert.html

Kentucky

Division of Certification
1024 Capitol Center Drive
Frankfort, KY 40601
502-564-4606
www.kde.state.ky.us/

Louisiana

Louisiana State Department of Education
Bureau of Higher Ed & Teacher Certification
626 North 4th Street
PO Box 94064
Baton Rouge, LA 70804-9064
504-342-3490
www.doe.state.la.us/

Maine

Teacher Certification
Department of Education
State House, Station 23
Augusta, ME 04333
207-287-5944/5315

Maryland

Division of Certification and Accreditation
Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
410-767-0412

Massachusetts

Director of Bureau of Teacher Preparation/
Certification and Placement
Department of Education
1385 Hancock Street
Quincy, MA 02169
617-388-3300
www.doe.mass.edu/teachers.html

Michigan

Certification Services
Department of Education
P.O. Box 30008
Lansing, MI 48909
517-373-3310
www.mde.state.mi.us/off/ppc/

Minnesota

Minnesota Licensing
1500 Highway 36 West
Roseville, MN 55113-4266
651-582-8691
www.educ.state.mn.us/licen/license.htm

Mississippi

Office of Teacher Education
Department of Education
P.O. Box 771
Jackson, MS 39205
601-359-3483/3877
www.mdek12.state.ms.us

Missouri

Teacher Education and Certification
P.O. Box 480
Jefferson City, MO 65102
573-751-0051
www.dese.state.mo.us/



Montana

Teacher Education, Certification
Office of Public Instruction
Helena, MT 59620
406-444-3150

Nebraska

Teacher Education and Certification
Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509
402-471-0739
<http://nde4.nde.state.ne.us/>

Nevada

Department of Education
State Mail Room
Las Vegas, NV 89158
702-687-9141

New Hampshire

Bureau of Teacher Ed & Professional Standards
Department of Education
State Office Park South
101 Pleasant Street
Concord, NH 03301
603-271-2407

New Jersey

Office of Licensing
CN 503
Trenton, NJ 08625-0503
609-292-2070
www.state.nj.us/

New Mexico

Professional Licensure Unit
State Department of Education
Education Building
Santa Fe, NM 87501-2786
505-827-6581/6587
www.sde.state.nm.us/sde_licensure.html

New York

New York State Department
Office of Teaching
Albany, NY 12234
518-474-3901
www.nysed.gov/tcert/homepage.htm

North Carolina

Department of Public Instruction
Licensure Section
301 N. Wilmington Street
Raleigh, NC 27601-2825
919-733-0377
www.dpi.state.nc.us/employment.html

North Dakota

Certification Section
Department of Public Instruction
600 East Boulevard Avenue
Bismarck, ND 58505
701-224-2264
www.dpi.state.nd.us/

Ohio

Department of Education
65 South Front Street, Room 412
Columbus, OH 43215
614-466-3593
www.ode.ohio.gov/

Oklahoma

State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599
405-521-3333/2300/3337
www.sde.state.ok.us/

Oregon

Teacher Standards and Practices Commission
Public Service Building
225 Capitol Street NE, Suite 105
Salem, OR 97310-1332
503-378-3586
www.ode.state.or.us/

Pennsylvania

Department of Education
333 Market Street
Harrisburg, PA 17126-0333
717-787-3356/772-4737
www.cas.psu.edu/

Puerto Rico

Certification Office, Department of Education
P.O. Box 190759
San Juan, PR 00919-0757
011-809-758754-0060/753-9128

Rhode Island

Department of Education
Roger Williams Building
22 Hayes Street
Providence, RI 02908
401-277-2675/2676/2677

South Carolina

Office of Teacher Education, Certification &
Evaluation
1600 Gervais Street
Columbia, SC 29201
803-898-3224/803-734-8317
www.state.sc.us/

South Dakota

Dept. of Education & Cultural Affairs
Kneip Building, 700 North Illinois
Pierre, SD 57501-2293
605-773-3553

Tennessee

Department of Education
Office of Teacher Licensing
5th Floor, Andrew Johnson Tower
Nashville, TN 37243-0377
615-532-4885/4880
www.state.tn.us/

Texas

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494
512-469-3001/3000

Utah

Certification & Personnel Development
State Office of Education
250 East 500 South
Salt Lake City, UT 84111
801-538-7741
www.usoe.k12.ut.us/cert/

Vermont

Department of Education
120 State Street
Montpelier, VT 05620-2501
802-828-3147
www.state.vt.us/educ/

Virginia

Department of Education
James Monroe Building
101 North 14th Street
Richmond, VA 23219
1-800-292-3820/804-371-2522
www.pen.k12.va.us/

Washington

Superintendent of Public Instruction
Old Capitol Building, Mall Stop FG-11
Olympia, WA 98504
360-753-6773
<http://inform.ospi.wednet.edu/>

West Virginia

Office of Professional Education
Department of Education
Capitol Complex
Building #6, Room B0337
Charleston, WV 25305
1-800-982-2378/304-558-7010

Wisconsin

Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707
1-800-441-4563
www.dpi.state.wi.us/

Wyoming

Professional Teaching Standards Board
2300 Capitol Avenue
Hathaway Building 2nd Floor
Cheyenne, WY 82002
307-777-7291/6248
www.k12.wy.us/

American Samoa

Department of Education
Government of American Samoa
Pago Pago, AS 96799

Guam

Department of Education
P.O. Box DE
Agana, Guam 96910
011-671-477-0697/475-0442

Revised 4/99



Education Priorities for a New Century

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the supervision of all state educational institutions under its jurisdiction.

With this in mind the Board has adopted the following mission:

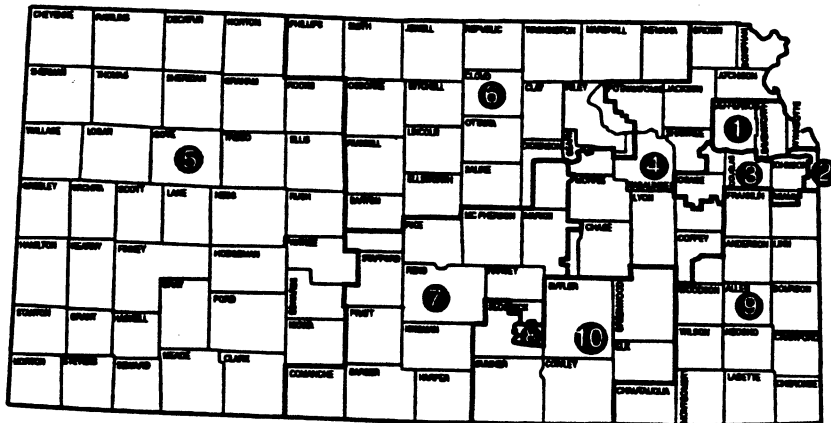
The Kansas State Board of Education promotes student academic achievement by providing educational vision, leadership, opportunity, accountability, and advocacy for all.

The Board believes that focusing on this mission will lead to an educational system which is embodied in the following vision statement:

Schools will work with families and communities to prepare each student with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our changing society.

To this end the State Board has established the following priorities to guide its work to begin a new century:

- Improve teaching in Kansas schools utilizing performance measurement for teachers and creative approaches to effective teacher recruitment, preparation, and development.
- Raise the achievement of students with an emphasis on low achievers to acquire basic academic skills.
- Continuously improve state curriculum standards and assessments.
- Address the needs created by changing enrollment trends.
- Ensure that students read at the appropriate level, including diagnosis of skills and the use of effective interventions.
- Ready children to learn by supporting families with quality early childhood and primary programs.



Kansas State Board of Education

Kansas State Education Building
120 S.E. 10th Avenue Topeka, Kansas 66612-1182

Board Members

Janet Waugh
District 1

Linda Holloway, Chairman
District 2

John W. Bacon
District 3

Bill Wagnon
District 4

I. B. "Sonny" Rundell
District 5

Scott Hill
District 6

Harold L. Voth, Vice Chairman
District 7

Mary Douglass Brown
District 8

Val DeFever
District 9

Steve E. Abrams
District 10

Dr. Andy Tompkins
Commissioner of Education

An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of sex, race, color, national origin, disability, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Department's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at (785) 296-3867, 120 S.E. 10th Avenue, Topeka, Kansas 66612-1182, or to the Assistant Secretary for Civil Rights, U. S. Department of Education.